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ABSTRACT

Intended to enhance the quality of language arts instruction in the fifth grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective, reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HOD)

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LANGUAGE ARTS
CURRICULUM GUIDE
FIFTH GRADE

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August, 1981

CS207284

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INTRODUCTION

This language arts curriculum guide has been prepared by members of the faculty of the Norman Public Schools to enhance the quality of language arts instruction. The guide defines objectives, lists some basic resources, and offers suggested teaching activities. The intent of the guide is to:

1. Provide teachers, beginning as well as experienced, with clearly defined learner objectives.
2. Provide continuity in the language arts program between grade levels and among schools within the district.
3. Avoid unnecessary duplication within the curriculum.
4. Supply basic resources and activities.

Improvement of instruction, however, depends primarily upon the teachers who use this guide. Teachers are urged to try the suggested activities and resources and make notations concerning the guide's strengths and weaknesses, so that it may be continuously updated.

LANGUAGE ARTS

ARTICULATION CHART

PAGE 1

I = Introduction
M = Major Objective
R = Reinforcement & Extension
r = Continued Reinforcement
(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand I: Language and Grammar					
The student....					
1. Listens and looks for words that rhyme with each other	I	M	R	r	r
2. Uses oral and written language to express thoughts	I	M	M	M	M
3. Distinguishes between a word, a word-part, or a group of words	I	M	R	r	r
4. Recognizes that words are symbols	I/M	R	r	r	r
5. Recognizes that people give meaning to words and can add meaning to existing words			I	M	R
6. Uses a dictionary definition to understand the meaning of a word		I	M	R	r
7. Recognizes that different words may be used to symbolize the same object or idea (e.g., sofa, couch)		I	M	R	r
8. Can expand a sentence by adding words or groups of words			I	M	R
9. Can reduce a sentence by removing words or groups of words				I	M
10. Recognizes that a word's position in a sentence may indicate its function					I
11. Identifies some methods by which words have been added to the language (e.g., compounding, affixes, borrowing from other languages, acronyms, etc.)					I

LANGUAGE ARTS

ARTICULATION CHART

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
12. Examines the processes by which meanings of words are changed (e.g., misuse, association, etc.)					I
13. Distinguishes between the purposes of messages (selling and informing)			I	M	R
14. Distinguishes between fact and opinion			I	M	R
15. Recognizes that spoken English is usually more informal than written English				I	I
16. Recognizes simple subject in sentences with natural order		I	M	R	r
17. Recognizes simple subject in sentences with inverted order					I
18. Recognizes simple predicate in sentences with natural order		I	M	R	r
19. Recognizes simple predicate in sentences with inverted order					I
20. Separates a sentence into its two main parts (complete subject and complete predicate).			I	M	R
21. Identifies a statement		I	M	R	r
22. Identifies a question		I	M	R	r
23. Identifies a command			I	M	R
24. Identifies an exclamation			I	M	R
25. Distinguishes between a complete simple sentence and a sentence fragment				I	I
25. Recognizes a compound sentence				I	M

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

	OBJECTIVE	1	2	3	4	5
27.	Recognizes a prepositional phrase					I
28.	Provides a definition of a noun, and identifies common nouns in sentences		I	M	R	r
29.	Identifies proper nouns in sentences			I	M	R
30.	Provides a definition and identifies a pronoun			I	M	R
31.	Identifies personal pronouns			I	M	R
32.	Identifies number (singular or plural) of a pronoun			I	M	R
33.	Uses pronoun number in agreement with antecedent				I	M
34.	Forms possessive case of nouns and pronouns:					
	a. singular not ending in s			I	M	R
	b. singular ending in s					I
	c. plural not ending in s			I	M	R
	d. plural ending in s					I
35.	Recognizes and defines a verb		I	M	R	r
36.	Recognizes helping verbs			I	M	R
37.	Identifies present tense			I	M	R
38.	Identifies past tense			I	M	R
39.	Identifies future tense			I	M	R
40.	Uses verb number in agreement with subject			I	M	R

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
41. Identifies contractions and their component words		I	M	R	r
42. Uses proper subject-verb agreement with contractions			I	M	R
43. Identifies and defines an adjective			I	M	R
44. Recognizes articles and determiners			I	M	R
45. Identifies and defines an adverb				I	M
46. Provides a definition of a conjunction, and identifies coordinating conjunctions in sentences				I	M
47. Provides a definition of an interjection, and recognizes interjections in sentences				I	M
48. Uses the period:					
a. as the closing for declarative and imperative sentences	I	M	R	r	r
b. at the end of abbreviations	I	M	R	r	r
c. after initials	I	M	R	r	r
49. Uses the question mark to close interrogative sentences	I	M	R	r	r
50. Uses the exclamation point to close exclamatory sentences			I	M	R

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
51. Uses the comma to set off or separate:					
a. words or phrases of direct address			I	M	R
b. city and state		I	M	R	r
c. various parts of a date		I	M	R	r
d. direct quotations				I	M
e. salutation and closing of a friendly letter			I	M	R
f. introductory words and phrases					I
g. items in a series			I	M	R
h. compound sentences				I	M
52. Uses the colon to show hours and minutes numerically		I	M	R	r
53. Recognizes the need for quotation marks in short direct quotations (unbroken)			I	M	R
54. Recognizes the need for quotation marks with titles of short stories (short works)			I	M	R
55. Recognizes the need for the apostrophe with possessive case of nouns			I	M	R
56. Uses the apostrophe to indicate omitted letters in a contraction		I	M	R	r
57. Underlines titles of books (longer works)			I	M	R

LANGUAGE ARTS

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(Review/use)

OBJECTIVE	GRADE LEVEL 1	2	3	4	5
58. Capitalizes:					
a. persons, days of the week, and months of the year	I	M	R	r	r
b. countries, nationalities, races, languages, and geographic and place names			I	M	r
c. special organizations, special buildings, structures, ships, airplanes, and trains				I	M
d. brand or trade names, not products					I
e. holidays, initials and abbreviations of titles, and titles of honor or respect that precede a proper name or are used alone in place of the name of a specific individual		I	M	R	r
f. beginning of a sentence	I	M	R	r	r
g. greeting and closing of a letter			I	M	R
h. titles of stories, poems, and books		I	I	M	R
i. names of religions				I	M
j. definitive areas but not directions					I

LANGUAGE ARTS

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(Review/use)

OBJECTIVE	GRADE LEVEL 1	2	3	4	5
Strand II: Listening					
The student...					
1. Identifies various types and sources of sounds that we listen to in everyday life (e.g., other people, nature, audiovisual media, etc.)	R	r	r	r	r
2. Listens for information, for entertainment or pleasure, for understanding, and for safety	M	R	r	r	r
3. Demonstrates understanding of directions, announcements, and introductions (attentive listening)	I	M	R	r	r
4. Follows oral directions	M	M	M	M	M
5. Listens and responds appropriately to other speakers in both formal and informal situations	I	M	R	r	r
6. Listens to get main ideas	I	M	R	r	r
7. Listens to get supporting details		I	M	R	r
8. Listens to obtain information which can be repeated or paraphrased			I	M	R
9. Distinguishes between statements of fact and statements of opinion			I	M	R
10. Uses contextual clues to determine the meanings of words			I	M	R

LANGUAGE ARTS

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OBJECTIVE	GRADE LEVEL 1	2	3	4	5
Strand III: Speaking					
The student...					
1. Responds orally to questions from teachers and peers in the classroom situation	M	R	r	r	r
2. Demonstrates proficiency in the mechanics of speech through:					
a. enunciation of speech sounds	I	M	R	r	r
b. stress and pitch				I	M
c. volume	I	M	R	r	r
d. rate	I	M	R	r	r
3. Gives oral reports			I	M	R
4. Selects an appropriate topic for a report			I	M	R
5. Expresses ideas and opinions in group discussion	I	M	R	R	R
6. Limits remarks to the purpose of the discussion	I	M	M	M	M
7. Maintains eye contact with an audience				I	M
8. Allows others to finish speaking before beginning to speak in a conversation or discussion	I	M	M	M	M
9. Uses the telephone courteously for social and practical purposes	I	M	R	r	r
10. Words questions so that the answer sought is the information received		I	M	R	r

LANGUAGE ARTS

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OBJECTIVE	GRADE LEVEL 1	2	3	4	5
Strand IV: Reading					
The student...					
1. Recognizes that printed words represent spoken language	M	R	r	r	r
2. Develops auditory discrimination by:					
a. differentiating among the basic sounds of speech and associating these sounds with their corresponding symbols	M	R	r	r	r
b. recognizing similarities and differences in sounds within words (initial, medial, final positions)	M	R	r	r	r
c. identifying and formulating rhyming sounds	I	M	R	r	r
3. Uses word-attack skills to decode words:					
a. recognizes basic words by sight (different words at different levels)	M	R	r	r	r
b. uses phonetic analysis to:					
1. recognize initial, medial and final consonant letters	M	R	r	r	r
2. recognize long and short vowels	M	R	r	r	r
3. recognize consonant blends and consonant digraphs	M	R	r	r	r
4. recognize vowel controllers (silent e, r, etc.)	M	R	r	r	r
5. recognize vowel digraphs	M	R	r	r	r

LANGUAGE ARTS

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(Review/use)

OBJECTIVE	GRADE LEVEL 1	2	3	4	5
6. recognize diphthongs	M	R	r	r	r
7. recognize the schwa vowel			I	M	R
4. Develops visual discrimination by:					
a. recognizing similarities and differences in pictures and shapes	M	R	r	r	r
b. discerning differences in size and shape of letters and words	M	R	r	r	r
5. Develops left-to-right visual patterns	M	R	r	r	r
6. Uses structural analysis to:					
a. recognize and identify the meanings of root words	I	M	R	r	r
b. recognize inflectional forms and their influence on words to which they become attached:					
1. inflections that indicate number (s, es)	I	M	R	r	r
2. inflections that indicate simple tense (s, ed, ing)	I	M	R	r	r
3. possessive inflections ('s,s')(See Language and Grammar objective #34)					
4. inflections that indicate comparison of adjectives and adverbs (er,est)		I	M	R	r
7. Recognizes and identifies meanings of common prefixes and suffixes		I	M	R	r
8. Identifies the number of syllables in word	I	M	R	r	r

LANGUAGE ARTS

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(Review/use)

	GRADE LEVEL				
OBJECTIVE	1	2	3	4	5
9. Divides words into syllables	I	I	I	M	R
10. Recognizes and formulates compound words	I	M	R	r	r
11. Identifies the meanings of contractions	I	I	M	R	r
12. Identifies the meanings of common abbreviations	I	I	M	R	r
13. Uses context clues to determine the meanings of new words:					
a. clues of definition			I	M	R
b. clues of restatement, such as appositives		I	M	R	r
c. clues of contrast and comparison			I	M	R
d. descriptive words or phrases that imply the meaning of a specific word		I	M	R	r
e. picture clues	M	R	r	r	r
14. Uses a dictionary to determine meaning and pronunciation of new words:					
a. knows the alphabet sequence sufficiently to find words easily			I	M	R
b. identifies guide words and understands how to use them to find a word			I	M	R
c. identifies boldface entry words and recognizes that they are divided into syllables in most dictionaries			I	M	R
d. uses the pronunciation key or guide of a specific dictionary				I	M
e. selects appropriate definitions and/or synonyms and antonyms from a dictionary entry				I	M

LANGUAGE ARTS

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GRADE LEVEL

	OBJECTIVE	1	2	3	4	5
	f. identifies parts of speech labels in a dictionary entry				I	M
15.	Understands synonyms and antonyms		I	M	R	r
16.	Understands homonyms			I	M	R
17.	Recognizes that sentences are put together in paragraphs for specific purposes				I	M
18.	Can express the meaning of a paragraph in his/her own words				I	M
19.	Uses capitalization and end punctuation as a guide to meaning	I	M	R	r	r
20.	Uses internal punctuation as a guide to meaning			I	M	R
21.	Understands the literal meaning of a passage:					
	a. recognizes and recalls details explicitly stated in a selection	I	M	R	r	r
	b. recognizes the order of incidents, events, or ideas explicitly stated in a selection			I	M	R
	c. recognizes an explicit statement of a main idea			I	M	R
	d. recognizes or recalls statments of character traits explicitly stated in a selection			I	M	R
	e. recognizes and/or recalls comparisons among characters, times in history, places, or ideas that are stated in a selection					I
	f. recognizes and/or recalls cause and effect relationships explicitly stated in a selection					I

LANGUAGE ARTS

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r = Continued Reinforcement
(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
22. Draws inferences from reading by predicting outcomes and/or interpreting feelings of characters			I	M	R
23. Differentiates between reality and fantasy	I	M	R	r	r
24. Reads silently		I	M	R	r
25. Reads aloud in a manner that communicates meaning.			I	M	R
26. Alters the method of reading in relation to the type of materials and purposes for reading.				I	M
27. Uses study skills to meet the requirements of school work:					
a. uses parts of books, table of contents, glossaries, index, subtitles, etc.		I	M	R	r
b. follows written directions		I	I	M	R
c. uses introductory outlining skills				I	M
d. takes written notes					I
e. uses reading skills needed for preparing a report				I	M
f. uses print clues, such as italics, underscoring, color coding, etc.				I	M

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
28. Uses specialized reading skills needed for the various subject areas:					
a. understands specific meanings of words in the various content areas			I	M	R
b. can read charts, maps, graphs, tables, and diagrams			I	M	R
c. can interpret pictures		I	M	R	r
29. Locates specific materials in the library			I	M	R
30. Uses supplementary references such as encyclopedias and dictionaries		I	I	M	R
31. Organizes materials read by classifying or summarizing					I
32. Makes critical judgements about material read:					
a. distinguishes between fictional and nonfictional reading selections			I	M	R
b. recognizes an author's apparent and/or hidden purpose					I
c. judges the worth of material read (e.g., author's purpose and audience, literary standard, personal preference)					I
33. Identifies with characters and events portrayed by authors.	I	M	R	r	r
34. Discusses behaviors, traits, and relationships of characters			I	M	R
35. Identifies or infers main ideas, conclusion, and themes from literature				I	M

LANGUAGE ARTS

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(Review/use)

	GRADE LEVEL				
OBJECTIVE	1	2	3	4	5
36. Identifies the plot in a literary selection.					I
37. Recognizes when the author's background influences the content					I
38. Examines the effect of setting in a story, play, or film				I	M
39. Uses the library independently for recreational reading			I	M	R
40. Examines the contributions of various ethnic groups to the literary heritage of America					I
41. Distinguishes between fact and opinion			I	M	R

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand V: Writing					
The student...					
1. Recognizes that the written words are graphic symbols for spoken words	M	R	r	r	r
2. Develops handwriting skills:					
a. uses manuscript	M	R			
b. uses cursive writing			I/M	R	r
c. prints neatly, legibly, and with moderate speed	M	R	r	r	r
d. uses left-to-right progression	M	R	r	r	r
e. uses simple punctuation marks	I	M	R	r	r
f. employs appropriate formation, size, slant, alignment, and spacing in cursive			I/M	R	r
3. Uses proper capitalization in writing (See Language and Grammar Objective #58)					
4. Uses correct punctuation in writing (See Language and Grammar Objective #14)					
5. Writes a letter using date, greeting, body, closing, and signature, and addresses envelopes correctly			I	M	R
6. Spells a prescribed set or series of words correctly.	M	M	M	M	M
7. Proofreads and corrects				I	I

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GRADE LEVEL

	OBJECTIVE	1	2	3	4	5
8.	Uses descriptive words and phrases				I	M
9.	Writes a complete simple sentence	I	M	R	r	r
10.	Writes a story using simple sentences in a sequence.			I	M	R
11.	Writes a story having a beginning, a middle, and an end.				I	M
12.	Combines short, choppy sentences by compounding subjects and verbs					I
13.	Uses a variety of sentence patterns in writing (S-V, S-V-C, S-V-O, expletive sentence, etc.)				I	M
14.	Combines two or more sentences into a compound sentence				I	M
15.	Writes words that work together in meaningful thought units (clauses and phrases) within a sentence					I
16.	Varies sentences by adding and rearranging words and phrases					I
17.	Expands the meaning of sentences through the use of words and phrases in a series					I
18.	Writes paragraphs with a logical sequence				I	M
19.	Writes simple poetry with or without rhyme		I	I	M	R
20.	Writes a summary					I

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
21. Gathers information from a variety of sources (print, nonprint and/or human) on specific topics and organizes the information into a written report					I
22. Separates run-on sentences and lengthy compound sentences					I
23. Writes from dictation		I	M	R	r

STRAND I

LANGUAGE AND GRAMMAR

OBJECTIVE	RESOURCES
2. Uses oral and written language to express thoughts. (M)	

ACTIVITIES

NOTES

2.1. Discuss similes that the children are familiar with. Have students try to name ten things which are:

a. as sour as a lemon
b. as unusual as a report card with all E's

2.2. Provide each group with beginnings similar to these:

a. His whistle sounds like...
b. The book weighs as much as...
c. This flower smells like...
d. The table is as long as...
e. That kite is as high as...
f. Tom is as strong as...
g. The cave is as dark as...

2.3. Have children with foreign speaking backgrounds record these sentences in their languages:

Good morning.
How do you do.
May I help you?
Thank you.

These may be tape recorded for comparisons.

2.4. Ask students to choose a cause they feel is important and have strong feelings about. Each may draw a cartoon that expresses his/her feelings and then write the meaning of the cartoon in his/her own words.

2.5. The children think about something they would like to see changed. Each writes a letter to the editor about this problem and an idea for a solution.

* * *

OBJECTIVE	RESOURCES
5. Recognizes that people give meaning to words and can add meaning to existing words. (R)	5.1. Conlin, David A., Fillmer, H. Thompson, Lefcourt, Ann, and Thompson, Nell, *Our Language Today* Level E. New York: American Book Co., 1978, p.g78.
8. Can expand a sentence by adding words or groups of words. (R)	LIBRARY RESOURCES: FSR 424 So — So many words to choose from BFA, 1975 428 Gre — Greet, W. Cabell In other words Lothrop, Lee and Shepherd, 1969 Loc: Ken. 8.3. Conlin, Fillmer, Lefcourt, and Thompson, *Our Language Today*, Level E, p. g5.

ACTIVITIES

NOTES

5.1. Let the pupils devise a classroom lingo of their own. Let them keep a list of the terms they decide upon and add to it from time to time. A few suggestions such as "peel the tree," for sharpening a pencil, and "numerical brain strain," for arithmetic lessons, should give the pupils a start.

5.2. Make up five to ten blend words such as brunch. Explain what your new words mean.

5.3. Write "Lead" on the board. Have each student write a sentence with this word. Let them share their sentences and discuss the multiple meanings of words. Perhaps the class would enjoy making a bulletin board with words which have multiple meanings and with illustrations.

* * *

8.1. Give these instructions:

A. Write a favorite noun.
B. Add two adjectives that tell about your noun (size, color, shape, etc.)
C. Add a verb to each of the things on your list. Tell what it is, has, or does.
D. Add an adverb to your noun. Tell when, where, or how.
E. Read your new, expanded phrase to the class.

8.2. Begin with simple noun-verb sentences. Have the children expand them in many different ways.

8.3. Divide the class into six or eight groups, by rows or some other convenient way. Ask two of the groups to write this two-word sentence on their paper: Monsters stroll. Direct one group to make the subject grow; the second group the verb. Supply each pair of groups similar sentences: Boys splash. Girls run. Dogs stand. Match the expanded subjects and verbs from pupils chosen at random from the two groups using the same basic sentence. Some of the sentences will be surprisingly good, and others may be comical.

* * *

OBJECTIVE	RESOURCES
9. Can reduce a sentence by removing words or groups of words. (M)	9.1. Schoephoerster, Hugh. Language for Meaning. Boston: Houghton Mifflin, Co, 1978, p. 111a.
10. Recognizes that a word's position in a sentence may indicate its function. (I)	10.2. Cory, Beverly. Birdseye View of Language Arts. Belmont, Ca.: Pitman Learning Co., 1977, p. 143. LIBRARY RESOURCES: FS Eight jobs; eight kinds of words 422 Filmstrip House Ei Loc: Wil.

ACTIVITIES	NOTES

9.1. Have pupils rewrite the following paragraphs on a sheet of paper, combine ideas that belong together, and leave out unnecessary words.

1. The chimpanzee is a curious and excitable animal. It loves to play. Chimpanzees are very smart. They can be trained easily to do tricks. They can be trained to work puzzles. They can learn to make simple tools.

2. Young chimpanzees have been trained to use sign language. They can use their hands or plastic markers to signal. They sometimes ask for bananas. They sometimes ask for a hug from their trainer.

9.2. Write very descriptive sentences and then take out all interesting phrases and words. The result will be ordinary and bland sentences.

* * *

10.1. The following words may be used as nouns or verbs depending on their position in a sentence: scoop, dive, feed, help, line, point. Have students use each word as a noun and as a verb.

10.2. Make up nonsense words to be used as a certain part of speech. Use each word in three sentences, of which two are used in the correct position, and one is not. EXAMPLE:

frizzic -adjective - excited, jumpy

1. We chickens are all frizzic at feeding time.
2. We are afraid of frizzics that hunt chickens at night.
3. A frizzic dog can upset a whole yard of chickens.

Have the students decide which sentence is incorrect.

* * *

OBJECTIVE	RESOURCES
11. Identifies some methods by which words have been added to the language (e.g., compounding, affixes, borrowing from other languages, acronyms, etc.) (I)	11.1. Forte, Imogene, White, Marjorie, and MacKenzie, Joy, Kid's Stuff: Reading and Language Arts Experiences, Intermediate and Junior High. Nashville: Incentive Publications, 1973, p. 32.

LIBRARY RESOURCES:

CC	The language of man: how words change our lives Sound/slide, middle school Center for Humanities, #800 Loc: CC
FSR 410 Our	Our changing language SVE, 1967 sfs/record Loc: Cl.
292 As	Asimov, Isaac Words from the myths Houghton, 1961 Loc: Jeff, Mon.
Prof. 372.6 Art	Artman, John Slanguage: activities and ideas on the history and nature of language Good Apple, 1980 Loc: Cl.

ACTIVITIES

NOTES

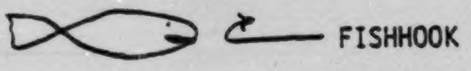
11.1. Write each of these base words on the trunk of a tree. Students complete the trees by writing derivations of the base word on the branches: favor, please, inform, comfort, sense, resist, courage, self, complete.

11.2. Have students cut out a short magazine or newspaper article. They are to underline all words which have had prefixes or suffixes added. See who can find the most words in five minutes.

11.3. Provide students with a list of acronyms. They are to use dictionaries to find the derivations. Have a discussion about the answers. List: radar, snafu, sonar, Cobol, NASA, UNICEF, NASCAR, scuba, ZIP, NABISCO, CORE, NATO, WHO, SUNOCO, DESILU, PAL, VISTA.

11.4. Compound Word Puzzles:

A. On the board, illustrate pairs of words which can be put together to form compound words.
B. Introduce to the class a new kind of puzzle. If you say the names of each of the two pictures in a row, you will hear a word.
C. Have children draw one pair of pictures at a time. After each picture, write the compound word you hear.



* * *

OBJECTIVE	RESOURCES
12. Examines the process by which meanings of words are changed (e.g., misuse, association, etc.) (I)	
13. Distinguishes between the purposes of messages (selling and informing). (R)	

ACTIVITIES	NOTES

12.1. Giving the class a specific list of words, have each student write a letter to a friend or relative using as many of the list words as possible. These words should be used as their grandmothers would have used them. Read the letters orally to the class. Discuss how these list words have changed in meaning through the years: cool, bad, tough, pop, pot, drag, neat, fuzz, check, square, rags, swinging, fox.

12.2. Have the class make a list of words that have changed in meaning through the years. The teacher may want to provide this list. Draw three columns on the board with these headings: Past Meaning, Present Meaning, and Future Meaning. Fill in these columns as the class discusses the past and present meanings of these words. Then have them expand their thinking on how these word meanings may change and be used in the future.

* * *

13.1. Make a poster with a message. Use ads, cartoons pictures, and statements that persuade. Make one to sell something and one that gives information.

13.2. Write two T.V. commercials. In one, pretend that you are the principal of your school. By using facts, tell ways to improve your school. In the second ad, be a rock star or movie star who is promoting such things as shampoo, toothpaste, etc.

13.3. Ask students to find an editorial in the newspaper. Have them look for methods of persuasive writing such as exaggeration, repetition, or slanted words. They should decide whether the editorial contains facts or logical reasoning to support the author's opinion.

OBJECTIVE	RESOURCES
14. Distinguishes between fact and opinion. (R)	LIBRARY RESOURCES: CM Ways to clear thinking Scholastic skills book Loc: Wil.
15. Recognizes that spoken English is usually more informal than written English. (I)	

ACTIVITIES	NOTES

13.4. Students create fanciful products to display in a classroom-size Madison Avenue Ad campaign. Ask each student to dream up a product name that contains the student's name, with all the words in the product name beginning with the same sound or letter as the student's name: "Darrell's Dirt-Destroying Detergent" Students then design the package, product information, manufacturer's name, guarantees, and advertising campaign. When students have completed the package and ad, display them for all to see.

* * *

14.1. Have students use a newspaper article to find any qualifying words that would indicate that the writer is using opinion rather than fact.

14.2. Each student selects five to ten statements from a newspaper. Some should be fact, and some should be opinion. They ask their classmates to classify them as factual or opinionated statements.

14.3. Clip several newspaper headlines. Use the headlines from editorials as well as the front page. The students classify them as fact or opinion.

* * *

15.1. Each student is to write an informal paragraph about a current event. Then the students write their paragraphs using formal language. VARIATION: Tape record a student's explanation of an idea. Have the student write an explanation of the same idea. Compare the transcript of the tape and the written explanation. Discuss the differences.

OBJECTIVE	RESOURCES
17. Recognizes simple subject in sentences with inverted order. (I)	
19. Recognizes simple predicate in sentences with inverted order. (I)	

ACTIVITIES	NOTES

15.2. Collect several samples of "levels of usage " to help students see the many ways and levels of usage that are possible:

Formal: He is a very annoying child.
Informal: He irritates me.
Slang: He bugs me.

Discuss when and where these different levels of usage would be acceptable.

* * *

17.1. Write several simple sentences on the board. Help the students reword these so that the predicate is before the subject. Point out which sentences benefit from this change and which do not. After each sentence has been changed, students must identify the subject. NOTE: Supply a prepositional phrase to start the sentence:

The dog was sleeping.
Under the tree was the sleeping dog.

The girls were inside the house.
Inside the house were the girls.

17.2. Provide several predicates that could be used at the beginning of a sentence. See how many different subjects the students can write that would make sentences of interest. Share their answers orally and compare.

* * *

19.1. Write several inverted sentences on strips of tag board. Cut subjects and predicates apart and have the students match them. You may end up with some humorous results.

19.2. Provide students with several subjects which could be used at the end of a sentence. The students are to write a predicate to match each in order to form an inverted sentence.

* * *

OBJECTIVE	RESOURCES
20. Separates a sentence into its two main parts (complete subject and complete predicate). (R)	

20.1. Students should think of five to ten advertising slogans. They write the complete subjects and complete predicates on different pieces of paper and make these into mixed-up slogans. Have the class try to unscramble them.
EXAMPLE:

Ivory Soap/has special power brakes.
The Datsun ZX/ keeps your skin as soft as a baby's.

20.2. The instructor makes up billboards of local or imaginary amusements. Each billboard should contain complete sentences, subjects only, and predicates only. Students are to identify each as a complete sentence, subject, or predicate.

20.3. Students write sentences that are turned into playing cards for "Sentence Rummy." Each student makes up five descriptive sentences using as many single adjectives, adverbs, and prepositional phrases as they wish. Have the students separate their sentences into subjects and predicates, writing each on a separate index card. Check the cards for correct subject-predicate breaks. The dealer shuffles the cards and deals out six to each player. Extra cards are placed face down in the center of the playing area. Each player tries to combine subject and predicates to form as many complete sentences as possible. When no more sentences can be formed, the first player draws from the pile, tries to complete another sentence and then discards. The next player may draw either the discard or from the pile. Play continues until a child has formed all of his/her cards into sentences. Each complete sentence is worth five points; each subject or predicate card left in a player's hand is worth -1. The player with the highest number of points after a certain number of rounds, or the first player to reach an agreed-upon point goal, is the winner.

* * *

OBJECTIVE	RESOURCES
23. Identifies a command. (R)	
24. Identifies an exclamation. (R)	
25. Distinguishes between a complete simple sentence and a sentence fragment. (I)	

ACTIVITIES	NOTES
23.1. Have each student make a list of commands that would be used by the following: a dog trainer, a band leader, and a life-guard.	
23.2. Using a story from the reading text, students copy as many examples of commands as they can find. This activity may be used as a contest.	
* * *	
24.1. Have students prepare posters of the four different sentence types, illustrating proper punctuation. When presenting posters to the class, voice signals should be used to help make the meaning clear.	
24.2. Ask students to listen to one T.V. program and write direct quotations from the program, of each of the following types: statement, question, exclamation, and command. Tell them to be sure to use the correct punctuation.	
* * *	
25.1. The teacher should construct ten incomplete sentences as a response to an exciting event. Each student will rewrite the fragments to form complete sentences. EXAMPLE: fire or winning a prize.	
25.2. Using the same event as in #25.1, write a paragraph of incomplete sentences. Have the students write the paragraph correctly.	
25.3. Students collect a list of common fragments used in ads and informal speech.	
25.4. Have the students pretend that they are on a committee to simplify the English language. Someone suggested that sentence fragments be acceptable in written English. Debate such a ruling.	
* * *	

OBJECTIVE	RESOURCES
26. Recognizes a compound sentence. (M)	26.3. Gutzler, Dorothy, and Linn, Helen. 110 Reading Comprehension Activities. Instructor Curriculum Materials, p. 47.
27. Recognizes a prepositional phrase. (I)	Richards, Barbara, Grammar Mysteries. Palos Verdes, Ca.: Frank Schaffer Publications, 1977, p. 37. LIBRARY RESOURCES: FS 415 Mi — Mr. conjunction, mr. preposition, mr. interjection Eyegate Loc: Ike, Mon. TP 428 Pre — Prepositional phrases 3M Loc: Mad.

26.1. Each student is to write a short sentence. Choose a student to read his/her sentence and see if another student can join it with his/her own sentence, using a joining word. Continue until everyone has contributed.

26.2. Divide the class into four team. Each pupil is to write six unrelated sentences, such as,

It is time for lunch.
I like to read.
I am writing a letter to a friend.

Then have each team try to combine pairs of sentences by using any of the following coordinating conjunctions: and, but, or, for, and nor. Then let the pupils exchange papers and read the funny results.

26.3. Using a long sentence, have the students write as many simpler sentences as they can find. EXAMPLE:

She remembered her childhood experiences of living in high-rise apartments, and she and her friends were nostalgic upon their return to the neighborhood.

* * *

27.1. Write the following sentence on the board:

The cat ran.

Have the children provide groups of three words telling where the cat ran. When someone gives a prepositional phrase, add it to the sentence. Keep adding phrases until you have five or six:

The cat ran through the yard, over the fence, under a bush, behind a car, and up a tree.

Then introduce prepositional phrases.

OBJECTIVE	RESOURCES

ACTIVITIES	NOTES

27.2. Choose three professions, such as actor, lawyer, teacher. The teacher will provide the class with five prepositional phrases having to do with each profession. Students will construct a sentence using each prepositional phrase and classify the sentences according to the professions they describe. VARIATIONS: The students can circle the prepositions and underline the nouns that are objects of the prepositions.

27.3. The teacher provides five to ten sentences containing prepositional phrases, leaving out each preposition for the students to fill in. Then have the students write their own sentences with prepositional phrases and circling the prepositional phrases.

27.4. Have students write a rhyming phrase for each of these prepositions: about, below, down, beside, across, over, in. EXAMPLE: Below the snow. Students should use their phrases in sentences.

27.5. Prepositional Charades: Divide the class into two groups or several small groups. Have each group brainstorm to come up with as many three-word prepositional phrases as they can in five minutes. Have one person in each group write the phrases on separate pieces of paper and put the pieces into a hat or box. Have one child from each team choose a piece of paper from the other team's hat. In two minutes, he/she must act out the chosen phrase for his/her team to guess. If the child acts out the phrase successfully, that team gets the point. Play continues until every child on both teams has had a turn to play, and the team with the most points wins.

* * *

OBJECTIVE	RESOURCES
29. Identifies proper nouns in sentences. (R)	29.2. Forte, Imogene, White, Marjorie, and MacKenzie, Joy, *Center Stuff for Nooks, Crannies, and Corners*. Nashville: Incentive Publications, 1973, p. 90.
30. Provides a definition and identifies a pronoun. (R)	

ACTIVITIES

NOTES

29.1. Provide the students with a list of about 20 proper and common nouns. None of the words on the list should be capitalized. The pupils are to choose proper nouns from the list and capitalize them. Provide sentences using these proper nouns, and students will rewrite each using the correct capitalization.

29.2. Noun Cards: Provide students with 20 to 30 playing cards, each containing a common noun. The students take turns drawing one card at a time. The student must provide a proper noun to correspond with the card drawn. Use common nouns such as, book, son, airplane, girl, boy, movie, friend, etc.

* * *

30.1. Provide students with a worksheet that contains a four column chard. The column headings should be: Part of Speech, Abbreviation, Definition, and Examples. The only column that the teacher fills in is the definition column. At the top of the worksheet, list the parts of speech that students should know. The students are to complete the empty columns. See GRAMMAR AND LANGUAGE STRAND, objectives #43,#45, and #47.

30.2. Dictate sentences containing many nouns. The students are to write sentences substituting pronouns wherever possible. Read the new sentences aloud and compare the proper usage of pronouns.

30.3. The students will write brief conversations between two people using no pronouns. Let them read the conversations to the class. After listening to the conversations, they discuss the advantages and disadvantages of Standard English as opposed to a pronoun-less language.

* * *

OBJECTIVE	RESOURCES
31. Identifies personal pronouns. (R)	31.3. Draper, Lowell A. *A Curse on Confusion*. New York: Cambridge Book Co., 1976, p. 72.
32. Identifies number (singular or plural) of a pronoun. (R)	

31.1. Students are to write a specified number of sentences containing subject nouns. They should write about people and animals they are familiar with. Then have them rewrite each sentence replacing subject nouns with subject pronouns.

31.2. Have one student suggest a famous person. Then four other students will write related sentences to make a paragraph. The rest of the class will then write the paragraph using personal pronouns in place of some of the subjects.

31.3. Have the students rewrite the following sentences substituting one of the pronouns in the following list for one of the underlined nouns:

everyone
it
that
something
anything
all
much

When its mind began to expand, the pig began to throw off the shackles of conformity that bind every piglet. The pig came face to mirror with its filth.

* * *

32.1. Hold a pronoun contest. Each student is assigned a different paragraph in his/her reader. They are to list all of the personal pronouns in the paragraph and label each as being singular or plural. Whoever finds the most pronouns and labels them correctly is the winner.

32.2. Provide a worksheet containing sentences with pronouns deleted. Under each sentence blank, write two pronouns from which each student will choose. Possible pairs would include: his-their, its-their, her-their, etc. Remind students of singular clue words such as each, every, any, and none. Plural clues would include many, most, all, and some.

* * *

OBJECTIVE	RESOURCES
33. Uses pronoun number in agreement with antecedent. (M)	**LIBRARY RESOURCES:** FS 425 P1 Plural, possessive and compound words Jam Handy, 1970 Loc: Mad, McK.

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ACTIVITIES

NOTES

33.1. Have the students write a short paragraph using no pronouns. Trade papers and rewrite the paragraphs, substituting pronouns for nouns when appropriate. Make sure that the pronouns agree in number with their antecedents.

33.2. Provide students with a short story. Place many of the nouns in parentheses. Students are to replace these nouns with pronouns agreeing in number.

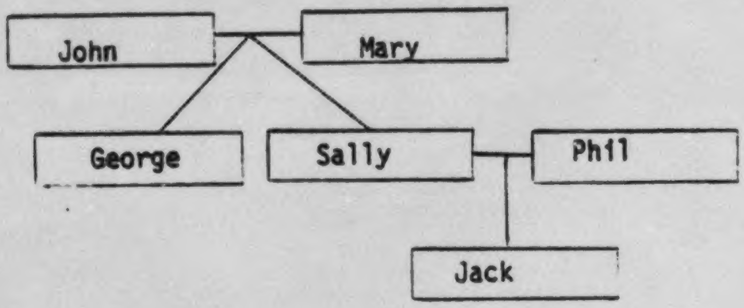
33.3. The teacher gives a short lecture describing the VERY important assignment that is due at the end of the period. The task is described by the teacher as "it." This assignment will count HEAVILY. At no point in the lecture does the teacher offer an antecedent for "it." At the end of the lecture, students are asked to write a short essay that describes the assignment. The purpose is to make sure that everyone understands the assignment because it is SO important. The teacher then offers to discuss what was wrong with the directions. As the discussion progresses, the problem is defined: "It" was never defined. The word antecedent is presented, and the definition of pronouns is reviewed. The teacher then passes out copies of the lecture, or part of it, and students are asked to revise the lecture by providing antecedents for the pronouns.

33.4. "Stump the Experts": The teacher appoints a panel of three experts. These students should be capable of providing enough of a challenge to the class. The remaining class members then prepare ten pronoun usage questions, multiple choice, rules, or questions about functions of pronouns. The teacher can best judge what kind of question is best suited to the class. The panel sits in front of the class and receives the questions one at a time. If an expert fails to answer correctly, then one point is counted against the panel. After five points accumulate, the panel is retired, and a new set of experts is appointed. NOTE: The level of difficulty should vary with the class since the students are writing the questions.

* * *

OBJECTIVE	RESOURCES
34.a. Forms possessive case of nouns and pronouns: singular not ending in s. (R)	
34.b. Forms possessive case of nouns and pronouns: singular ending in s. (I)	

34a.1. Using a family tree format, have the students write sentences which illustrate the relationship of family members. EXAMPLE: John is Mary's husband.



1. George is ______________brother.
2. Sally is ______________wife.
3. Phil is ______________father.
4. George is __________uncle.

34a.2. Have students change phrases by providing possessive nouns. Then use each new phrase in a sentence. EXAMPLE: The coat of John -- John's coat. The collars of the dogs-- the dogs' collars. NOTE: This activity can be played as a board relay game. The teacher says the first phrase, and the student must correctly write the phrase containing a possessive noun.

* * *

34b.1. Divide the class into two groups: one lists the names of living things, and the other group lists inanimate objects. They will use the possessive form of the name of a living thing and match it with the object. The teacher may specify just singular or just plural nouns.

34b.2. Cut out apostrophe and S̲ shapes from brightly colored wrapping paper. Provide a set of sentence strips which contain singular nouns, ending in S̲, used in a possessive form. Mount the strips on a bulletin board display. Ask volunteers to come up and select an apostrophe and/or S̲, as needed, and place them appropriately in the sentence strips. EXAMPLE: The dress____ sleeve was torn.

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OBJECTIVE	RESOURCES
34.c. Forms possessive case of nouns and pronouns: plural not ending in s. (R)	

ACTIVITIES

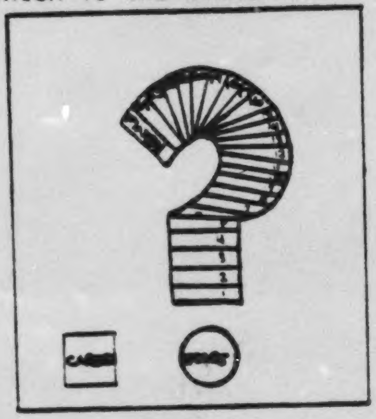
NOTES

34c.1. Give an example of a plural noun not ending in s, such as children or men. Ask students to keep an eye out for words like these. Provide a bowl or box and index cards for them to write the words and put them in a collection. At the end of the week, pull the words out and review their possessive forms.

34c.2. "PUZZLER:" Make a gameboard on a piece of poster board 10"X16". Cut 33 cards, 2"X2½". Print the following on the cards:

dress 2
children 2
tigers 3
dog 1
Jess 3
people 2
skirt 1
dolls 2
boy 1
glass 2
women 2
bats 2
gate 1
book 1
pencils 2
boss 3
students 3
baby 1
bus 2
men 2
tables 3
chairs 2
log 1
pen 2
Go to the next card. If your answer is correct, move one extra space.
Move ahead two spaces.
Go back five spaces.
Move ahead four spaces.
Go to the next card. If your answer is correct, move one extra space. If your answer is wrong, go back two spaces.
Go back three spaces.

Two players may play at a time. Place the cards in the space marked CARDS. Place the markers on START. The first player picks a card and tells or writes the possessive form of the word on the card. If correct, the player moves the number of spaces the card says. The first person to reach FINISH is the winner.



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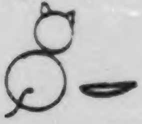
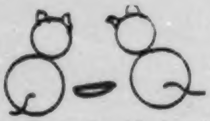
OBJECTIVE	RESOURCES
34.d. Forms possessive case of nouns and pronouns: plural ending in s. (I)	
36. Recognizes helping verbs. (R)	36.1. Anderson, Paul S. *Language Skills in Elementary Education*. New York: The MacMillan Co., 1971, p. 382.

34d.1. Divide the chalk board into four categories: singular, singular possessive, plural, and plural possessive. Collect nouns and have the students classify them in the proper category. Let the children come to the board and write the possessive noun under the right heading.

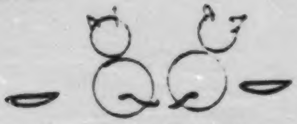
34d.2. Use pictures to illustrate possessives:



1. Cat's dish



2. Cats' dish
(They share)



3. Cats' dishes

* * *

36.1. Employment Agency: This game provides oral practice in the use of helping verbs. It may be played by several children. All except three children are given a verb card, such as:

seem draw flown swim

The children holding these verb cards are the "Employers." The three other children are the "Employees" who hold the cards with helping verbs, such as has, have, and had.
Each employer, in turn, holds his/her word card in front of the group and says, "Do I need help?" "Does anyone need a job?" If the word on that card needs a helping verb, one of the three helpers raises his/her hand. The student may choose one of the ones with hand raised to stand beside him/her. The teacher chooses another child to use the words in a sentence.

OBJECTIVE	RESOURCES
37. Identifies present tense. (R)	37.2. Anderson, *Language Skills in Elementary Education*, p. 380.
38. Identifies past tense. (R)	

36.2. Using bright colors of construction paper or poster board, make a bulletin board display of sentences containing helping verbs. Leave a blank spot where each helping verb should be. Provide students with magic markers. They are to fill in the missing helping verbs.

* * *

37.1. Students will each write a paragraph about their classroom. They are to tell about the events that are happending right now. Check to see that all verb forms are correct and in the present tense.

37.2. Missing Verbs: This activity is to give practice in using verbs to complete sentence sense in small groups. You will need two boxes. One box contains a number of cards with incomplete sentences which are missing the present tense verbs. The other box contains the verb cards. The first child draws from the boxes one incomplete sentence card and one verb card. The aim is to fit the verb into the sentence so that it makes sense. If the verb does not match the sentence, the sentence is placed face up on the center of the table. The other children, in turn, draw a sentence card and a verb card. A player may claim any sentence if his/her verb completes that sentence. The child completing the most sentences wins. The completed sentences should be checked by the teacher.

The man ___ the tall ladder

climbs

is climbing

* * *

38.1. Provide students with a list of 10 to 12 present tense verbs (see, do, sit, go, etc.) They are to look up their words in the dictionary and provide the past tense of each verb. VARIATION: Students may also write the past participle.

OBJECTIVE	RESOURCES
39. Identifies future tense. (R)	
40. Uses verb number in agreement with subject. (R)	40.1. Conlin, Fillmer, Lefcourt, and Thompson, Our Language Today, p. G-27.

38.2. Students will write a paragraph about a favorite place where they have been. Using past tense verbs, they will tell about what they did at this favorite place.

* * *

39.1. Each student is to write six sentences, two each using present, past, and future tense verbs. These sentences should tell about a single topic or event and form a paragraph.

39.2. Provide students with a paragraph from their reader or other source. Omit all verbs for the students to supply. Try to pick a paragraph containing different verb forms.

39.3. Bottlecap Concentration: Collect a supply of 32 bottlecaps. Select 32 verbs, mixing present, past, and future tenses. Print each verb on a small circle of paper, and glue the verb circles on the bottlecaps. Place the bottlecaps word side down, in four rows of eight caps, and let the children play Concentration. In turn, each child turns over and reads the bottlecap word and tries to match it with another of the same tense. If a player correctly matches a pair, he/she gets another turn. If there is not a correct match, the next player takes a turn. When all of the matches have been made, the player with the most bottlecaps wins.

* * *

40.1. "Pitch and Toss": Divide the class into teams A and B. Team A "pitches" a subject. Team B must "toss" back a verb which agrees with the subject. A referee may keep score, giving one point to Team B if the verb agrees. If the verb does not agree, Team A scores one point. After ten subjects have been pitched, Team B may pitch the subjects, and Team A may try to toss the correct verb forms.

OBJECTIVE	RESOURCES
42. Uses proper subject-verb agreement with contractions. (R)	42.2. Cory, Birdseye View of Language Arts, p. 155 Loc: curric. off.
43. Identifies and defines an adjective. (R)	

ACTIVITIES

NOTES

40.2. Pupils can make up riddles using one of the tenses of do or have. Have students read their riddles to the class. EXAMPLE: What has.........?

* * *

42.1. Each student makes up sentences using don't and doesn't. They will leave out the contraction, but leave a space for it. They can exchange papers and provide the missing contractions. Check the sentences orally in class.

42.2. Provide a worksheet with sentences containing the contractions wasn't and weren't. Students must supply the correct answers. VARIATION: Use doesn't and don't for the contractions.

* * *

43.1. Divide the class into two teams. In turn, each pupil on Team A provides a noun. The corresponding person on Team B must quickly answer with an adjective that describes that noun. EXAMPLE: tree--tall.

43.2. Divide the class into pairs. Each pair will list as many adjectives as they can think of to describe something. They will not name their object. Each group reads their list of words to the class to see if anyone can guess the object being described.

43.3. Ask each student to prepare a list of detailed phrases that describe the view from a specific window. The phrases should be as specific as possible. They should not be general statements. When the lists are complete, have each student read his/her list aloud to the class. Have the class list all of the adjectives used. VARIATION: Let the students write a sentence that summarizes the details of the view.

* * *

OBJECTIVE	RESOURCES
44. Recognizes articles and determiners. (R)	
45. Identifies and defines an adverb. (M)	45.1. Brottmiller, Lois, Teaching Composition Englewood, Co.: Educational Consulting Associates, Inc., p. 36-39. Loc: curric. off. 45.2. Hurst, "Textbook Plus," p. 42.

44.1. Provide students with a paragraph from any written source. Leave out all of the articles for the pupils to fill in. You may wish to indicate how many of each article you have omitted. Include the words, the, an, and a.

44.2. Given a paragraph, the students will copy down all determiners with their nouns. Compare answers orally in class.

* * *

45.1. Have pupils write jokes, called "Tom Swifties," based on the following models:

"We seem to be in the desert," Tom said dryly.
"This car keeps stalling," Orlando said sputteringly.

Point out that each sentence closes with an adverb that is a pun on the meaning of the entire sentence.

45.2. Make a gameboard with 27 spaces. Mark the spaces with the following phrases followed by a blank:

The man walked away_
She fixed her hair_
She did her work_
He felt very_
Go back to START
She was __losing her way
He was__hurt
She ran__down the street.
He took the prize_
In the war, she fought_
You look quite_
The teacher spoke_
Please don't speak so_
Everyone was very_

He could read it_
The doctor spoke_
He broke the dish_
The wolf howled_
He handled it_
The snake was_
The cat moved_
Go back to START
He sang_
She did it_
The girl swam_

The End

OBJECTIVE	RESOURCES
	LIBRARY RESOURCES: FS 415 Mis — Mister Adverb-man of all work Eyegate, 1956 Loc: Ike, Lin. FS 425 Wo. — Words telling how, when, where Ency. Brit., 1958 Loc: Cl, Jeff, Mad.
46. Provides a definition of a conjunction and identifies coordinating conjunctions in sentences. (M)	46.1. Cory, Birdseye View of Language Arts, p. 165 Loc: curric. off. LIBRARY RESOURCES: FS 415 Mr — Mr. Conjunction, mr. preposition, mr. interjection. Eyegate Loc: Lin, Mon. TP 428 Con — Conjunctions 3M, 148 Loc: Mad.

Make 39 1½"X3" cards with these words:

timidly
cowardly
roughly
carefully
Go back 1 space
Go back 2 spaces
Go ahead 2 spaces
brightly
quietly
carelessly
friendly
cruelly
Go ahead 3 spaces
coldly
barely
apparently
quickly
Lose a turn
constantly
badly
beautifully
lovely
completely
deeply
rapidly
deadly
neatly
broadly
cleverly
softly
accidentally
silently
sweetly
clearly
loudly
surely
swiftly
proudly
bravely

Write these directions on the gameboard: Each player draws a card and goes forward to the sentence space that would make sense with that adverb in it. The player to reach The End first is the winner.

45.3. One student leaves the room, and the class decides on an adverb to act out for the missing person. EXAMPLE: slowly, quietly, noisily. When the student returns, the rest of the class begins acting out the adverb, and the other student tries to guess the adverb. If he/she guesses correctly, or runs out of time, a new student is chosen to leave the room.

* * *

46.1. Students fill in missing conjunctions on a worksheet. The answers are used to solve a secret code.

46.2. Have one student go to the board and write a sentence that may be compounded. Another student uses a coordinating conjunction (and, but, or, nor) to form a compound sentence.

46.3. See GRAMMAR AND LANGUAGE STRAND, Objective # 26.

* * *

OBJECTIVE	RESOURCES
47. Provides a definition of an interjection and recognizes interjections in sentences. (M)	Richards, Grammar Mysteries, p. 45.
50. Uses the exclamation point to close exclamatory sentences. (R)	
51.a. Uses the comma to set off or separate: words or phrases of direct address. (R)	

ACTIVITIES	NOTES

47.1. Make a word search puzzle using the common interjections, such as, wow, ah, oh, and ouch.

47.2. Have the class list words they say when they are surprised, hurt, frightened, disgusted, and angry.

* * *

50.1. Throughout the day, listen to people talking to each other. Write down as many exclamatory sentences as you can that you heard during that day. Use the correct ending punctuation.

50.2. Provide the students with a list of situations. They are to write an exclamatory sentence to match each situation. EXAMPLE: the end of the school day, a fire, a football game, etc. Let the students share their sentences with their classmates and compare their responses.

50.3. "Exclamation Proclamation": Students pretend that they are "King for a Day" and issue a proclamation such as, "There will be no more rudeness in class!" Make it emphatic! VARIATIONS: Students can name their kingdom and post the rules of the kingdom, a compilation of their proclamations.

* * *

51a.1. Have each student write a simple command on a piece of paper. Call on students, one by one, to read their commands by choosing a classmate's name to insert in front of it. Then they will write the new command on the board, inserting the comma. EXAMPLE:

Put your paper away.
Jeff, put your paper away.

OBJECTIVE	RESOURCES
51.d. Uses the comma to set off or separate: direct quotations. (M)	
51.e. Uses the comma to set off or separate: salutation and closing of a friendly letter. (R)	
51.f. Uses the comma to set off or separate: introductory words and phrases. (I)	

51a.2. Dictate a series of commands to the class. They are to write the commands, placing their own names at the beginning of each one. Check to see that they have used the comma correctly.

* * *

51d.1. Students will write stories containing dialogue only, such as telephone conversations. This activity provides excellent practice in writing direct quotations.

51d.2. Conduct a press conference having one student act as a major figure in the news. The reporters will take notes and write them as direct quotations.

* * *

51e.1. Students may write imaginary letters to current or historic famous people and ask them to change something about their looks or personalities.

51e.2. Write thank-you notes to parents who have helped or provided items for a class party or other activity.

* * *

51f.1. Provide students with a sign, "No Dogs Allowed." Provide several examples of sign slogans. The students are to rewrite these signs as sentences of direct address or using introductory words and phrases. EXAMPLE:

Karen, no dogs are allowed.
No, dogs are not allowed.

51f.2. Write several sentences using commas to set off introductory words or phrases. Orally restate each statement and see if the students can tell if it agrees with the written statement. EXAMPLE:

After eating, Bob left the cafeteria.
Bob left the cafeteria after he finished eating.
(They agree)

* * *

OBJECTIVE	RESOURCES
51.g. Uses the comma to set off or separate: items in a series. (R)	
51.h. Uses the comma to set off or separate: compound sentences. (M)	
53. Recognizes the need for quotation marks in short direct quotations (unbroken). (R)	

ACTIVITIES

NOTES

51g.1. Using a newspaper article or a page from the reading text, students can make a "comma graph." Provide a heading for each type of comma usage. Students will keep a tally of each type found. From this information, a graph may be constructed. Students may then compare their results.

51g.2. Make a game board. On each space, write items in a series, direct quotations, compound sentences, etc., leaving out all commas. In turn, students roll a die and move that number of spaces. The player must correctly punctuate the sentence in that space or go back to the space from which he/she started. The first student to reach the end is the winner.

* * *

51h.1. See LANGUAGE AND GRAMMAR STRAND, objective # 26.

51h.2. Make sentence strips, each with a short sentence written on it. Use oak tag to cut our commas. The students combine the sentences and provide the comma before the coordinating conjunction.

51h.3. See LANGUAGE AND GRAMMAR STRAND, objective # 46.

* * *

53.1. Students may interview a friend or relative and record the information. They will write a short paragraph using quotation marks correctly. VARIATION: Use a Foxfire type of idea and let them compile their paragraphs and stories thematically.

53.2. Students may make a collection of quotations from a famous person in history. These quotations may be written correctly on pieces of poster board and displayed in the room.

OBJECTIVE	RESOURCES
54. Recognizes the need for quotation marks with titles of short stories (short works). (R)	
55. Recognizes the need for the apostrophe with possessive case of nouns. (R)	

53.3. Have one student say a sentence. Write this sentence on the board. Have a second student repeat the sentence prefaced by "He/She said,". Write this direct quotation on the board and explain the punctuation. Repeat this activity allowing students to write the sentences and quotations on the board and punctuate them correctly.

* * *

54.1. Have each student write a very short story without a title. Students will then exchange papers and make up titles for each other's stories. Then the two students, the author of the story and the writer of the title, get together and compare their title ideas.

54.2. Provide students with a list of book titles and a list of articles or short stories. Students will write these titles correctly. VARIATION: Use these titles in sentences.

* * *

55.1. Write short phrases on strips of tagboard such as: Carol__s book, boys__coats. Put a slit where the apostrophe goes. It should be small enough to not be seen. Students will look at the phrases and tell where they think the apostrophe should go. As the student comes up to place the apostrophe in the slit, he/she will see the slit and will know where to place it.

55.2. Make 20 to 25 shapes out of tag board. Any shape will work for a playing piece. On each shape, write a possessive noun with the apostrophe in either the correct or incorrect place. As each student draws a card, he/she must identify it as correct or incorrect. If the right answer is given, that student gets to keep the card. The student with the most cards wins.

55.3. See LANGUAGE AND GRAMMAR STRAND, Objective # 34.

* * *

OBJECTIVE	RESOURCES
57. Underlines titles of books (longer works). (R)	
58.c. Capitalizes: special organizations, special buildings, structures, ships, airplanes, and trains. (M)	
58.d. Capitalizes: brand or trade names, not products. (I)	

ACTIVITIES

NOTES

57.1. Have each student make a list of the following materials in the library and write them correctly:

1. Five fiction books
2. Five reference books
3. Five magazines
4. One newspaper

57.2. List four or five general subject areas. Each student will find five books in the library to match each subject. Book titles must be written correctly.

* * *

58c.1. Each student can make a collage illustrating proper nouns. For example, if they find a picture of a boat, they may label it "The Loveboat." All labels must be proper nouns and capitalized. Have them continue finding pictures of buildings, airplanes, and trains.

58c.2. Tell the students: You are designing a pamphlet for the Chamber of Commerce to advertise your city or town. The town may be imagined. Be sure to include all attractions so that people will want to visit or live in your town. Include special buildings, structures, ships, airplanes, and trains in your pamphlet. Also include local organizations, such as certain service clubs and organizations for boys and girls in the community (Lion's Club, Girl Scouts, Boy Scouts, etc.) Encourage them to use capital letters in the titles of buildings, organizations, etc. Many of the students will want to prepare the pamphlet with illustrations.

* * *

58d.1. Have students bring product ads or food labels to school. Use these in comparing the capitalization of brand names and not product names.

OBJECTIVE	RESOURCES
58.g. Capitalizes: greetings and closing of a letter. (R)	
58.h. Capitalizes: titles of stories, poems, and books. (R)	

ACTIVITIES

NOTES

58d.2. Make pictures of common household items and display on the bulletin board. The students may then make up brand names to go with those products. They may also draw a picture to go with their new product.

* * *

58g.1. Have each student write a letter or note to a friend or relative who lives in another city.

58g.2. Students may write imaginary letters addressed to a grandchild. In this letter, they may tell about common everyday activities which they enjoy.

* * *

58h.1. Using the library, have each child find and write correctly five of each of the following: stories, poems, and books.

58h.2. See LANGUAGE AND GRAMMAR STRAND, Objective # 57.

58h.3. Students select a story, poem, or book that they enjoyed and write a letter to the author. They tell the author why they liked it and ask any questions they wish. They share their letters before mailing them.

* * *

OBJECTIVE	RESOURCES
58.i. Capitalizes: names of religions. (M)	
58.j. Capitalizes: definitive areas but not direction. (I)	

58h.4. Capitalization Bingo can be played as a review activity. Each student needs a sheet of paper which has been ruled into 16 or 24 squares. The teacher names 16 or 24 types of things that need to be capitalized. Students must write a capitalized example of each catagory in any square on his/her paper. When all squares have been filled, the teacher then goes back through the list of catagories in random order. Students may put a marker on the correct space as it is called. When a student has a row completely covered, he or she must cite his or her examples and which catagory they belonged to. If all answers are correct, the student is the winner. If not, the game continues until another student covers a row.

* * *

58i.1. Using the religious section of the newspaper, have students make a list of all the religions printed in that section. Emphasize proper capitalization.

* * *

58j.1. Divide into four or five small groups. Each group will have some type of travel brochure, map, or other type of advertisement of a state, country, etc. Students may bring some from home that they have acquired on family vacations or trips. Each group is to make a list of definitive areas used in their particular material. (Southwest, Northeastern, etc.) Afterwards, the class will make a composite list of their findings on the blackboard.

58j.2. Use social studies units to teach capitalization of countries, definitive areas and religions. Students read materials about geography and social climate of other regions. They may write reports on regions or countries.

* * *

ADDITIONAL RESOURCES
for
STRAND I

FS 425	New Adventures in language Troll Assoc. 1970 Contents; Capitalization, puncturation, nouns, sentences, verbs. Loc: Wil, Cl
FS 425	New Adventures in language Troll Assoc. 1970 Contents: Introductions to English, Grammar, parts of speech, sentences, nouns, paragraphs, spelling, punctuation, capitalization, verbs, learning to write letters, using reference material. Loc: Jeff, McK, Lin, Ad, Mon
FS 421 Usi Loc:	Using punctuation and capital letters Scott Ed. Division 1963 JH1910 (6 filmstrips) Ike
FS 422	Words then and now SUE Loc: Mon
FS F	African ABC Troll, 1969 Loc: Ike
FS 301.16	How man has put himself on record Classroom Filmstrip Loc: Jack
FS 421 VE	Using plurals correctly SUE Loc: Cl
FS 425	Understanding the parts of speech Audio-Educ Inc., 1963 Loc: Jack

ADDITIONAL RESOURCES
for
STRAND I

FSR Basic Language Skills II: Punctuation
372.6 Learning Tree. 1977
Loc: Mad

FSR Grammar in words: form words
SVE
Contents: Introduction nouns, verbs, adjectives, adverbs
Loc: Jeff

FSR Grammar Rock
425 Xerox Films. 1975. 5fs/records
Contents: Conjections, nouns, interjections, verbs, adverbs
Summary: Rock music lyrics and cartoon characters to introduce parts of speech.

FSR Linguistic backgrounds in English -- Group I
428 SVE 1967 6fs/records
Loc: Ken

FSR Putting words in order; sentence structure
425 Troll Assoc. 1973. 6fs/cas
Contents: Subject and predicates/ subject and predicate agreement/what is a sentence?/ what is a noun?/ what is a verb?/ adjectives and adverbs.
Loc: Ad

FSR Situational Language: activities for applying language arts skills
372.6 Knowledge Aid, 1400
Sit (5 fs, 5 cassettes, student activity book, guide)
Skills include: punctuation, capitalization, spelling, word meaning and techniques of proofreading.

FSR Using Good English
421 SVE
Contents: Building good sentences/ using plurals correctly/ possessives, contraction, and abbreviations/ using capitol letters and puncturation/ letter writing for a reason.
Loc: Lin, McK

ADDITIONAL RESOURCES
for
STRAND I

KIT 372.6	Continuous Progress Laboratory (Language Arts, series 300) Loc: Jeff
KIT 372.6	Continuous Progress Lab., (Language Arts, series 400) Loc: Jeff
KIT 421	Creative Punctuation Educ. Activities 1976 2 fs/cas, masters, guides Loc: Jeff, Cl
KIT 421	Gentle Art of Punctuation Educational Activities 1976 2 fs/cas, masters, guides Loc: Jeff, Cl
KIT 372.4	Reading--vocabulary development (Creature Features) by Eunice Insel and Ann Edson EducationalActivities. 1976 (5 cassettes, 10 booklets) Loc: Lin, Wil
TP 421	Elementary Pucntuation 3M Corp. Loc: Mad, Ken
TP 428	Nouns and verbs 3M Loc: Ken
TP 421 Pun	Punctuation Creative Visuals 1969 #421.9AO-SR (21 transparancies) Loc: Jeff

ADDITIONAL RESOURCES
for
STRAND I

CM	Hoffman Language Arts reading program Hoffman Info. Systems (10 units w/records, films, book, worksheets) Levels 1, 2, 3, 4, 5. Loc: Ike
CM	Language and How to Use It, Beginning levels Language Activities kit. Scott Foresman. 1970 (text related? Loc: Ike
CM	Language Arts Activity Cards Weber-Costello, n.d. Loc: Jack
CM	Words are fun - parts of speech Loc: Jack
411 ca	Cahn, William The Story of Writing Harvey House, 1963 Loc: Ken
411 tay	Taylor, Margaret What's your name? Harcourt, Brace, and World, 1970 Loc: Ken
419 HE	Helfman, Elizabeth Signs and symbols around the world Lothroup, Lee and Shepherd, 1967 Loc: Ken

STRAND II

LISTENING

OBJECTIVE	RESOURCES
4. Follows oral directions (M)	
8. Listens to obtain information which can be repeated or paraphrased (R)	

ACTIVITIES

NOTES

4.1 Each child has a package of shapes:
Each packet contains the following:

1 lg. pink circle	1 lg. blue circle
1 lg. pink triangle	1 lg. blue triangle
1 lg. pink square	1 lg. blue square
1 sm. pink square	1 sm. blue square
1 sm. pink triangle	1 sm. blue triangle
1 sm. circle	1 sm. circle

When this activity is introduced, give the child only 6 shapes. Two children sit back to back. One child places the shapes in any position. Then he/she must describe the position of the shapes for the other child. The second child must try to make the same figure as the first child. The second child cannot ask any questions. Then they reverse and the second child describes.

4.2. Divide the group into three or four teams. On the signal, have teams line up as quickly as possible in alphabetical order according to their last names.

* * *

8.1 Someone orally reads an anouncement. Students write answers to these questions about the announcement.

a. What is the event?
b. Who is to participate?
c. When is the event?
d. Where is the event?

8.2 Talk about emergencies with your students. Ask them what kinds of emergencies they have heard of or been involved in. Stress that each student can learn how to get help during emergencies situations.

Invite the Norman Police Emergency Unit to discuss types of emergency situations with the students and let them tour the ambulance.

Make a chart of emergency numbers listed in our local telephone directory.

Video tape the student's reaction to simulated emergency situations. Invite the school physician to evaluate their reaction and teach some first aid techniques that might be useful during the emergencies the students have been considering.

OBJECTIVE	RESOURCES
	8.3 Listening Unit in Instructor, October, 1974, p. 59-68.
9. Distinguishes between statements of fact and statements of opinion (R)	
10. Uses contextual clues to determine the meanings of words (R)	

ACTIVITIES

NOTES

8.3 This listening unit includes:

1. Listening for details
2. Listening to understand the main idea
3. Listening to make inferences and predict outcomes
4. Listening for specific details
5. Listening to detect sequence
6. Listening to follow directions
7. Listening to interpret a speaker's point of view
8. Listening to interpret headlines
9. Listening to evaluate the source materials of speakers

* * *

9.1 Read a newspaper article to the class. They are to listen for statements of fact and statements of opinion. Have a discussion about their conclusions.

9.2 Each student is to bring a picture from a newspaper. Have the students explain their pictures to the class. The class then identifies the statements as being fact or opinion.

10.1 Using the new vocabulary words from a basal story, dictate sentences with the new words omitted. Students are to use the context and provide the correct words.

10.2 As you are reading a story to your class, stop in mid sentence and see if students can provide the next word by listening to the context.

10.3 Each student needs a dictionary. Choose one student to randomly select and read any definition. The other students are to try to guess the word that matches this definition. The student that guesses correctly will choose the next definition to be read.

* * *

ADDITIONAL RESOURCES
for
STRAND II

FSR 301.34 OUR	Our wourld of sights and sounds SVE, 1967 Loc: Lin, Wil
KIT 371.333	Auditory perception training --discrimination DLM. 1970 (17 cassettes, 34 spirit masters, guide) Loc: Mon
KIT 371.333	Auditory perception training -- Memory DLM. 1970 (15 cassettes, 30 spirit masters, guide) Loc: Mon
DR 372.6 Rea	Readings and dramatizations for communicating D.C. Heath 1973 Levela 4, Level 5 - 2 records; Level 6-3 records Loc: Ken
DR 821 Non	Nonsense Verse of Carroll and Lear Caedon Loc: McK
TP 372.62 Int	Introduction to listening 3M 1968 (Speech packet, no.2) Loc: Kennedy
TR 372.6 Lis.	Listening skill builder tapes 1a, 1b, 1c SRA for use with SRA Reading Laboratory 1a, 1b, 1c (2 cassettes, manual) Loc: Lin, Mon
TR 808.8 Lis	Listening book Spoken Arts, 1971 6 Cas, guide Loc: McK

ADDITIONAL RESOURCES
for
STRAND II

TR 811	Ciardi, John The king who saved himself from being saved (and other poems) Spoken Arts Loc: McK
TR 808.8 Mar	Mark Twain Spoken Arts, 1975 6 Cas Loc:
EARS	Economy Co. 1971, 1974 (10 cassettes, pupil books) (K-1st grade) Loc: Cl
Prof. 372.24 Ha	Harris, Mary Imogene A handbook of speaking and listening activities for the elementary school. T. S. Denison, 1971 Loc: Mon, Jac

STRAND III

SPEAKING

OBJECTIVE	RESOURCES
2.b. Demonstrates proficiency in the machanics of speech through: stress and pitch. (M)	2b. Nelson, Mary Ann, ed. A Comparative Anthology of Children's Literature. New York: Holt, Rinehart and Winston, Inc., 1972, p. 916.

2b.1. Tongue Twisters: Partners and small groups read them aloud first slowly and then faster. Children make recordings and compare them.

ONE LINE TWISTERS

A big baby buggy with rubber buggy bumpers.

Toy boat, toy boat, toy boat.

If he slipped should she slip?

Black bug's blood, black bug's blood.

Does your shirt shop stock short socks with spots?

Double bubble gum bubbles double.

Each sixth chick sat on a stick.

Eat fresh fried fish at the fish fry.

Three gray geese in the green grass grazing.

Six slim slick sycamore saplings.

Round and round the rugged rock the ragged
rascal ran.

An old scold sold a cold coal shovel.

Pardon me, madam, may I show you to a seat?

The cat ran over the roof with a lump of raw liver.

I bought a box of biscuits, a box of mixed biscuits,
and a biscuit-mixer.

She sells sea shells by the seashore.

Betty Botter bought some butter,
But, she said, the butter's bitter;
If I put it in my batter
It will make my batter bitter,
But a bit of better butter
Will make my batter better.
So she bought a bit of butter
Better than her bitter butter,
And she put it in her batter
And the batter was not bitter.
So 'twas better Betty Botter bought a bit of better
butter.

2b.2. Choral Readings: Children can decide from hearing others how much stress is needed on words. Children can decide from hearing others where change of pitch would clarify for others.

ACTION RHYMES

This is the way the ladies ride,
Tri, tre, tre, tree,
Tri, tre, tre, tree!
This is the way the ladies ride,
Tri, tre, tre, tre, tri-tre-tre tree!

This is the way the gentlemen ride,
Gallop-a-trot,
Gallop-a-trot!
This is the way the gentlemen ride,
Gallop-a-gallop-a-trot!

This is the way the farmers ride,
Hobbledy-hoy,
Hobbledy-hoy!
This is the way the farmers ride,
Hobbledy-hobbledy-hoy!

To market, to market, to buy a fat pig,
Home again, home again, dancing a jig;
To market, to market, to buy a fat hog,
Home again, home again, jiggety-jog;
To market, to market, to buy a plum bun,
Home again, home again, market is done.

OBJECTIVE	RESOURCES
3. Gives oral reports. (R)	
4. Selects an appropriate topic for a report. (R)	

2b.3. Have students tape record a favorite story using these different voices: an angry voice, a strong voice, a surprised voice, a tiny soft voice, a scared voice, and a squeaky voice.

* * *

3.1. For the shy child: Have children pretend they are their favorite pet's mother or father. Have them tell about their baby or babies; maybe telling something funny that the baby has done. Some children may like to wear an animal mask.

3.2. Have the children give oral book reports of their favorite book. Give them an outline to go by such as:

A. Name of book
B. Author
C. Main characters
D. What you liked and disliked

3.3. Students are to find pictures of a famous person or event. They are to explain the picture to the class telling what made that person or event famous.

3.4. Each student is to find two or three classified ads describing jobs that interest them. They will then present their oral report telling about these jobs and why they find them interesting.

* * *

4.1. "I'm Thinking of a Topic": This question game is played with partners or in small groups.

A. I'm thinking of topic. It is in an area of transportation.
B. Is it a plane?
A. No, it has wheels.
C. Is it a car?
A. No, it moves on a track.

OBJECTIVE	RESOURCES
5. Expresses ideas and opinions in group discussions. (R)	LIBRARY RESOURCES: 328.1. Powers, David Guy Po The First Book of How to Run a Meeting. Walts, 1967 Loc: McKinley
6. Limits remarks to the purpose of the discussion. (M)	

ACTIVITIES	NOTES
D. Is it a subway? A. No, it travels longer distances. E. Is it a train? A. Yes.	
4.2. By using newspapers and other current periodicals, students should choose a topic and give an oral report.	
* * *	
5.1. Design a small city. Children work in groups giving their own ideas on how to design and complete the city.	
5.2. Opinion Poll: Teacher will choose one or more topics (i.e. T.V. programs, foods or other products, popular sports, or controversial events). Conduct a group discussion by eliciting students' opinions about a chosen topic.	
5.3. Use group discussion for review and extension of units of study in other disciplines. The class may be divided into several small groups to pursue topics of interest. Allow each group to finish by reporting to the class.	
* * *	
6.1. Have students construct a telephone communication which is limited to 20 words. They are to express an emergency situation and assistance needed within this limit.	
6.2. Salesman for a Day: Name of products are written on a piece of paper. Child chooses a product and tells his audience why his product is better than his competitor's.	

OBJECTIVE	RESOURCES
7. Maintains eye contact with an audience. (M)	
8. Allows others to finish speaking before beginning to speak in a conversation or discussion. (M)	

ACTIVITIES	NOTES
6.3. Panel Discussion: Choose chairman and group of speakers for the discussion. Each child will speak on only one phase of the discussion and not infringe on another child's. Determine time allotments for each speaker. Have audience ask questions at the end of discussion.	
6.4. Presidential Interview: Choose one student to be the president and one to be a reporter. The reporter must write down a few questions which he or she wishes to ask before the interview begins. The reporter will interview the president in front of the rest of the class. Both students must limit their comments to the previously chosen questions.	
* * *	
7.1. Impersonations of T.V. advertisers, entertainers, teachers, and other figures are always fun. These are improvised to familiarize others with the subject or idea to sell the product.	
7.2. Play 20 questions using objects or people in the classroom only. The student who has chosen the secret subject must maintain eye contact with questioners so that the identity of the secret subject is not given away.	
7.3. Use time cards with 2 minutes, 1 minute, and 30 seconds written on them. Give students a short speaking assignment with a time limit. As the child speaks, hold up the time cards, so he/she can stop within the time limit.	
* * *	
8.1. Class Debate: Choose topics such as playground rules, homework, class rules, etc. Have two children debate the pro's and con's of each topic.	

OBJECTIVE	RESOURCES

ACTIVITIES	NOTES
8.2. Students are to conduct an interview with a relative, classmate, or community figure. This technique is very useful in developing courteous conversational techniques.	

ADDITIONAL RESOURCES
for
STRAND III

DR 398.2 Sta	The star maiden and other Indian tales told by Anne Pellowski Loc: Ike
DR 808.1 Poe	Poetry parade: poets read their poetry for children Weston Woods Loc: Ike, Ken
DR 811 Fro	Frost, Robert R. Frost reads the poems of R. Frost Decca Loc: Ike
TP 372.62 Bas	Basic Speech 3M 1965 (English packet, no. 8) Loc: Ken
TP 372.62 Com	The communication process 3M 1968 (Speech packet, no.1) Loc: Ken
TP 372.62 Int Loc:	Introduction to discussion 3M 1968 (Speech packet, no. 3) Kennedy
Prof. Dec	Decker, Isabelle M. 100 novel ways with book reports. (Intermediate-Up) Citation Press, 1969 Loc: Central Collection
Prof. 372.24 Ha	Harris, Mary Imogene A handbook of speaking and listening activities for the elementary school. (Primary-Intermediate) T. S. Denison, 1971 Loc: Mon, Jack

ADDITIONAL RESOURCES
for
STRAND III

Prof. 372.6 Hur	Hurwitz, Abraham B. Games to improve your child's English. (Primary-Intermediate) Simon and Schuster, 1969. Loc: Ken
Prof. 372.622 Sco	Scott, Louise Binder Talking time; for speech correction and speech improvement. Webster publishing, 1951. Loc: Ken
Prof. 371.37 Sta	Stanford, Gene Learning discussion skills through games. (Intermediate-Up) Citation Press, 1969. Loc: Central Collection
Prof. 372.6 Tur	Turner, Thomas T. Creative activities resource book for elementary school teachers. (Intermediate) Reston Publishing Co., (Prentice-Hall), 1978. Loc: Central Collection

STRAND IV

READING

OBJECTIVE	RESOURCES
3b.7. Uses word-attach skills to decode words: uses phonetic analysis to: recognize the schwa vowel (R).	3b7.1. Hurst, Carol. "Textbooks Plus," Early Years. May 1979-80, p. 39.

3b7.1 Smile at the Schwa

Make a grid of 3" x 4" rectangles across the inside of a folder. You will have 18 squares. Write these word sets in the grid, two to a square with the underlined letters drawn in red marker:

gather/gather
awake/awake
even/even
golden/golden
often/often
about/about
lemon/lemon
level/level
panda/panda
actor/actor
surprise/surprise
problem/problem
circus/circus
travel/travel
forgive/forgive
picture/picture
major/major
local/local

Create an answer key for the game on 6" x6" cardboard folded in half.

gather
golden
surprise
travel
lemon
major
actor
even
circus
about
picture
panda
awake
problem
often
forgive
level
local

Make 18 smiling faces about ½" in diameter. Write these directions on the folder: Say the word in each box. Decide which of the red vowels uses the schwa sound. Put a smile face by that copy of the word. Check the key to see if you were correct.

3b7.2 During the phonics lesson, use students' first or last names to illustrate the schwa sound.

* * *

OBJECTIVE	RESOURCES
9. Divides words into syllables (R)	9.3. Cory. Birdseye View of Language Arts. p. 69.
13.a. Uses context clues to determine the meanings of new words: clues of definition. (R)	

ACTIVITIES

NOTES

9.1. Use a spelling review list to practice dividing words into syllables. Write each word on an index card and put all cards in a small box or envelope. Students are to categorize as having one, two, or three syllables. This may be extended by alphabetizing each new group of words.

9.2. Divide the class into four or five small groups. Give each group a list of five to ten, two to four syllable words. Each group must divide the words correctly and add up the total number of syllables in their list. The group which correctly completes this game and finds the mystery number first is the winner.

9.3. The puzzles are solved by correctly indentifying syllables.

* * *

13a.1. Using a current text reading story, each child should select a predetermined number of unfamiliar words. Each word is written on a sheet of paper. They will then use context clues and try to determine the definition of each word.

13a.2. Make a fill-in-the-blank worksheet using similar and easily confusable words. Provide a word box containing these words. (ex.- quite, quiet, quit; lose, loose; weather, whether) Provide definitions and have the students match the words to the definitions.

13a.3. Have students create a slogan button to wear for a day. The slogan should provide a humorous clue to the meaning. EXAMPLE:

* * *

OBJECTIVE	RESOURCES
13.c. Uses context clues to determine: clues of definition (R)	
14.a. Uses a dictionary to determine meaning and pronunciation of new words: knows the alphabet sequence sufficiently to find words easily (R)	
14.b. Uses a dictionary to determine reading and pronunciation of new words: identifies guide words and understands how to use them to find a word (R)	

13c.1 Make a list of sentences on an overhead projector. Each sentence should contain a contrast or comparison. Insert nonsense words (one in each sentence). Students are to figure out a real word to put in place of the nonsense word. The comparisons in these sentences should be obvious. (ex. -slot in our yard is taller than a giraffe. -tree)

13c.2 Students are to choose (or have assigned to them) a vocabulary word. They will then write two or three contrasting sentences omitting the new word. Sentences may be read aloud or traded allowing other students to supply the needed word.

* * *

14a.1 Each student will alphabetize classmates' names into a seating chart arrangement for their room. You can make this more difficult by inventing your own list of names - all beginning with the same letter. First or last names may be used.

14a.2 Each student needs a collection of classified ads - all should be from the same category. Each student will glue his or her ads onto a piece of paper in alphabetical order.

14a.3 Have each student make a telephone directory of friends.

* * *

14b.1 Teacher will write two guide words on the chalkboard. Students are given a time limit in which they are to think of as many words that would appear on that page as they can. Each student will get one point for every word written - They are not to use their dictionaries for this activity. This may be repeated as many times as you wish.

OBJECTIVE	RESOURCES
	14b.2 Hurst. "Textbooks Plus," Early Years. p. 52. **LIBRARY RESOURCES:** FS 423 Beginning dictionary skills (series) Audio - Educ. Inc., 1963 Loc: Ike, Jack KIT 423 DIC Dictionary skill box Troll, 1977 6 cas, 24 deep. masters, guide Loc: Ike, Mon.
14.c. Uses a dictionary to determine meaning and pronunciation of new words: identifies boldface entry words and recognizes that they are divided into syllables in most dictionaries (R)	

ACTIVITIES

NOTES

14b.2 Inside a folder, draw two Tic Tac Toe grids. Mark them with the following words:

1)ash-beneath	window-zebra	dinner-eggs
master-mister	spaghetti-taco	Canada-Denver
lettuce-nothing	green-ivory	jack-jump

2)aardvark-animal	nobody-opera	rooster-turkey
yellow-zebra	banana-carrot	car-elephant
lamp-lunch	hide-jerk	mark-olive

Make nine red and nine blue color squares. Make 50 word cards, using any words. Write these directions on the folder:

Players take turns turning over one card a a time and reading them. Each player looks at his or her grid to see if he or she has guide words between which the word on the card would fit. If so, that set of guide words can be covered with that card. The winner is the first to get three in a row.

* * *

14c.1 A student may choose a special word for the day. He or she will write the word, its sound spelling, its part of speech, definition, and a sentence using the word. Students in the class will try to use this word as often as possible during the day. Choose a new student each day to present a word.

14c.2 The teacher or one student will write a list of clues leading to a dictionary entry word. Students in the class may use a dictionary in trying to locate the mystery word. Clues should become progressively easier. The first student to identify the word gets to prepare one for the next day. Clues may include such things as beginning letter, guide words on the page, short definition, etc.

OBJECTIVE	RESOURCES
14.d. Uses a dictionary to determine meaning and pronunciation of new words: uses the pronunciation key or guide of a specific dictionary (M)	14d.2 Burns, Paul c. and Betty D. Roe, Reading Activities for Today's Elementary Schools. Chicago: Rand McNally College Publishing Company, 1979, p. 77.
14.e. Uses a dictionary to determine meaning and pronunciation of new words: selects appropriate definitions and/or synonyms and antonyms from a dictionary entry (M)	

ACTIVITIES

NOTES

14d.1 Students may write mystery messages to the class using only the dictionary respelling of each word. Trade papers and let students decipher the messages by using their dictionary pronunciation key.

14d.2 Dictionary Detective: Prepare a sample pronunciation key and put it at the top of the page, then make up nonsense words and put them next to the key, as shown in the illustration.

Dictionary Detective Clue Sheet

Pronunciation key:
a̲ as in c̲at
ā as in āge
a as in far
i̲ as in si̲t
ī as in kīte
o as in cot
ō as in ōnly
e̲ as in n̲et
ē as in ēat
u̲ as in c̲up
ū as in ūse

Word suspects:
1. b̲ap
2. ān
3. darp
4. pim
5. stīp
6. mon
7. gōv
8. peb̲
9. frēm
10. gu̲g
11. mūp

Divide the class into two teams. Give each child a clue sheet. Ask a member of Team 1 to pronounce the first nonsense word. If the child is correct, Team 1 gets a point, and Team 2 is given a chance to prononunce the next word. If the child is incorrect, the team has followed a false clue and the other team is given two chances to pronounce the word correctly. If Team 2 members can correctly pronounce the word, they win a point for it and also get to try the next word. The team with the most points is designated "as Super Sleuths."

* * *

14e.1 On the board write a list of key words, a list of synonyms to match these words, and also a list of antonyms. Students are to correctly match each key word to its synonym and antonym. Dictionaries may be used if needed. Example: key word = improve, synonym = enrich, antonym = deteriorate.

OBJECTIVE	RESOURCES
	14e.3. Cory, Birdseye View of Language Arts, p. 94.
14.f. Uses dictionary to determine meaning and pronunciation of new words: identifies parts of speech labels in a dictionary entry. (M)	
	14f.3. Cory, Birdseye View of Language Arts, p. 140.
16. Understands homonyms. (R)	

ACTIVITIES	NOTES

14e.2 Provide students with a list of sentences using difficult vocabulary words. Students are to look up the new words in the dictionary and rewrite each sentence replacing the word with words from the definition. Example:

I will simmer the soup for thirty minutes.
I will boil the soup gently for thirty minutes.

14e.3 Students are given four or five multi-definitioned words on a worksheet. Provide several of the definitions for each word. Using these words in their different contexts, students will then match each sentence to its correct definition from above.

* * *

14f.1 Provide students with a list of 15 to 20 difficult vocabulary words. These should contain nouns, adjectives, and verbs. Students are to look up each word in the dictionary and place it in the correct part of speech column.

14f.2 (This can be an individual or group activity.) Place 10 vocabulary words in a can or envelope The student is to copy the words on a sheet of paper in alphabetical order and then look each one up in the dictionary and write its part of speech. As an extention of this activity, students may also use each word correctly in a sentence.

14f.3 Use the parts of speech word puzzle.

* * *

16.1 Provide students with pairs of homonyms. Students may design signs using one or both homonyms correctly. These may be displayed on a bulletin board and should be decorated with paints, crayons, or pictures cut from magazines.
Example: sail - sale; Target is having a terrific sale.

16.2 Concentration - Make playing cards-about 20 per set. Two children play at a time trying to match the two cards that are homonyms. This could be used as a whole class activity with the class divided into teams, and each child would get a chance to match a set.

OBJECTIVE	RESOURCES
	16.3 Cory. Birdseye View of Language Arts, page 114.
17. Recognizes that sentences are put together in paragraphs for specific purposes (M)	17.2 Mallett, Jerry J. Classroom Reading Games Activities Kit. New York, New York: The Center for Applied Research in Education, 1975, page 189.

16.3 Have students make up short, different slogans using one pair of homonyms to advertise a different product/or business. Students may use markers, crayons, construction paper, tagboard, etc. to make the sign more creative.

Examples:
flee - flea: (Bug-B-Gone Powder
(slogan- Make your dog's fleas flee today!
horse - hoarse: Jeff's Animal Hospital
write - right: Rainbow Pens
plane - plain: Central Airlines
whole - hole: Swiss Cheese

* * *

17.1 Have students select a story from their reader and read and study the story carefully. They are to write down on a piece of paper why each new paragraph is begun and the specific sentence or word that indicates why a new paragraph was made. After this is done, have students exchange papers with a partner. They discuss their papers with their partners and then hold a class discussion.

17.2 Sentence Sequence

Using a story from an appropriate basal reader, write each sentence of a paragraph on a separate piece of posterboard. Each paragraph should be on different color of posterboard.

Student Game Directions:
1. Separate the cards according to color.
2. Take one set of cards.
3. Read the cards. You must place them in the correct order so that the paragraph makes sense.
4. Re-read your paragraph after you have put the cards in order to make sure you have not made any mistakes.
5. Have someone check your work when you have finished all the paragraphs.

* * *

OBJECTIVE	RESOURCES
18. Can express the meaning of a paragraph in his or her own words (M)	18.1 Miller, Wilma H. Reading Correction Kit. New York: The Center for Applied Research in Education, Inc., 1975, page 217. Library Resources: TA Getting the main idea 372.4 Ed. Insights Get Loc: Ad.
20. Uses internal punctuation as a guide to meaning (R)	20.1 Smith, James. Adventures in Communication. Boston: Allyn and Bacon, Inc., 1972, page 466.

ACTIVITIES

NOTES

18.1 Summarizing Paragraph

Read the following paragraph very carefully to yourself. Then write the best one-sentence summary that you can of the ideas contained in the paragraph.

Those moccasins? Mine. Though I never wore them. Had them on just once to see if they fitted. They did. A bit tight, but I could get them on. Don't touch them. The The leather's old and dry and the stitching rotted. Ought to be. Look close and you can see the craftmanship. The best. They're Nez Perce' moccasins. Notice the design worked into the leather. It's faint now but you can make it out. Don't know how they did that, but the Nez Percés could really work leather. A professor who studied such things told me once that the design means they're for a chief. For his ceremonial appearances, sort of his dress up footwear. Said only a chief could use that design. But it's there. Right there on those moccasins.

18.2 Have each student to write a paragraph containing information they would tell a friend in a phone conversation. On the back, the student will write a one sentence summary of his or her paragraph. Have each student read his or her paragraph orally to the class. Have classmates write a one sentence summary of that paragraph. Compare summaries in a class discussion.

* * *

20.1 To establish a purpose for punctuation, on the chalkboard write sentences whose meaning is completely changed when different punctuation is added. After a while children will enjoy making up their own sentences. Make a collection like this somewhere in the classroom:

Example: The teacher said the principal was not very good looking.

"The teacher," said the principal, "Was not very good looking!"

OBJECTIVE	RESOURCES
	20.2. Smith, Adventures in Communication. p. 466.
21.b. Understands the literal meaning of a passage: recognizes the order of incidents, events, or ideas explicitly stated in a selection. (R)	
21.c. Understands the literal meaning of a passage: recognizes an explicit statement of a main idea. (R)	

ACTIVITIES

NOTES

20.2 Distribute sheets of paper with confusing sentences on them, which can be clarified with the addition of punctuation. Examples:
Mary said mother take out the garbage.
"Mary," said mother, "take out the garbage."
Mary said, "Mother, take out the garbage!"
Put the candy down John.
"Put the candy down, John!"

20.3 Keep a list of sentences written by students. Find several examples of the same structural problem. Make a ditto using their sentences, without identifying the authors. Have the class read and review the punctuation and meaning of the sentences.

* * *

21b.1 Write five incidents or events from a reading story on spearate slips of paper or pieces of tagboard. Students will put the events into the correct order. Individual students could also prepare this activity and exchange them with each other.

21b.2 Using an historical event from the students' social studies book, the pupils should be able to describe that event in the correct sequence. They should then be able to provide a short summary of the event for the entire class.

* * *

21c.1 Choose approximately 10 newapaper articles which can be read easily by your students. Cut the headline and the story apart, gluing each on a separate piece of construction paper. Students are to match each headline to its corresponding story. Students may also prepare this activity for each other.

21c.2 After the students have read a story in their reader, have them construct a telegram describing what they have read. They will need to use as few words as possible, and therefore, they must only include the major idea or ideas.

OBJECTIVE	RESOURCES
21.d. Understands the literal meaning of a passage: recognizes and recalls statements of character traits explicitly stated in a selection. (R)	21d.2. Miller, Reading Correction Kit, p. 200.

ACTIVITIES

NOTES

21d.1 Provide students with magazine and newspaper headlines containing many different types and sizes of print. Students may choose a story character and keep in mind that character's main traits and qualities. Using the headlines provided, they may choose words describing their character and glue these words onto a collage. They may add pictures to the collage, but this is not necessary.

21d.2 To prepare for this game, direct each student in a group to look up material about a famous person's life from a biography, a trade book, or an encyclopedia article. Then have each student write clues leading to the identity of this person on a transparency. Each clue should become progressively easier in determining the identity of the famous person. Using the overhead projector, have each student uncover his clues one at a time beginning with the most difficult clue. Any child in the group can give the name of the person when he has figured out who it is. The first person to determine the identity of the famous person correctly can then put his/her transparency on the over head projector.

* * *

OBJECTIVE	RESOURCES
21.e. Understands the literal meaning of a passage: recognizes and/or recalls comparisons among characters, times in history, places, or ideas that are stated in a selection. (I)	21e.1. Miller, Reading Correction Kit, p. 251.
21.f. Understands the literal meaning of a passage: recognizes and/or recalls cause and effect relationships explicitly stated in a selection. (I)	21f.3. Hurst, "Textbook Plus," p. 48.

ACTIVITIES

NOTES

21e.1. Students may compare times in history and character traits by researching the lives of two similar people from different generations. They could compare Beethoven and John Lennon, Babe Ruth and Hank Aaron, or Susan B. Anthony and Gloria Steinem.

21e.2. Students may keep a one-or two-week diary of a favorite story character. The student must get to know that character and keep the diary in that person's point of view.

21e.3. After the child has read a biography, he/she can make a time line of the major events in the person's life. The child should be careful not to list every event, but only list major points in the person's life.

* * *

21f.1. Using magazine, selected newspaper articles, or story paragraphs, students are to find as many of these "why" words as possible: since, because, so, and therefore. The pupils should copy the sentences using these words that illustrate cause and effect relationships.

21f.2. After reading a story to the students, ask them several "what if" questions. Use important events from the story for students to analyze causes and effects.

21f.3. Make a double file folder and cut twenty 2" square holes in the inside of the folder. Draw or affix the following pictures between the folders so that they may be seen through the holes:

a lighted match
a fish on a plate
a car about to drive over a board with nail in it.
a hot cup of coffee
a person turning on a hose
a piece of paper being cut in two
an axe
a lighted light bulb
a piece of paper cut in two
a person fishing
a light switch being turned on
a fire
a tree that has been cut down

OBJECTIVE	RESOURCES
22. Draws inferences from reading by predicting outcomes and/or interpreting feelings of characters. (R)	22.2 Hoover, Sharon, *An Instructor Big Book: Reading Ideas*. Danville, N.Y.: The Instructor Publications, Inc., 1981, p. 99.

a person crying
a car with a flat tire
a person in the rain with a raised umbrella
a hornet stinging a person
a sprinkler spraying water
a coffee pot on a stove
a rain cloud

Attach a numbered cover over each hole with paper fasteners and number the covers 1-20. Write these directions on the back of the folder: Each player takes a turn uncovering two pictures. If the two pictures show a cause and effect for the same action, the player scores a point and marks down those two numbers. If the pictures do not show a cause and effect, the player recovers the picture.

* * *

22.1. Interpreting the feelings of characters: After reading a story, have each student write a letter they finish, have the students exchange papers. Each pupil assumes the role of the recipient of the letter and answers the letter back to the original character.

22.2. Fortune Cookie Forecasts: Have the students make "fortune cookies" from folded brown construction paper. Instruct the children to choose a book or story that they have recently read and to select one main character to focus on for this activity. Based on the events in the story, each child is to write a prediction that might apply to the chosen character. The prediction is placed inside the fortune cookie, which is then taped shut. Place the fortune cookies in a large jar. The students take turns picking a fortune cookie from the jar and guessing to which character and story the prediction refers. As a follow-up activity, the students may write new endings to the stories, based on their predictions.

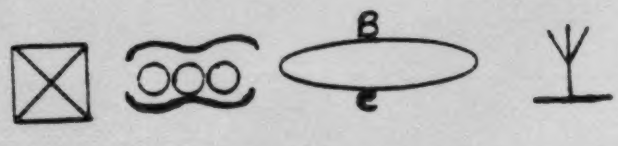
* * *

OBJECTIVE	RESOURCES
25. Reads aloud in a manner that communicates meaning (R)	Crawford, Shirley, Looking at Words Norman Teacher Center, 1981.
26. Alters the method of reading in relation to the type of materials and purposes for reading. (M)	

ACTIVITIES	NOTES
25.1 Student selects three pages of a favorite book and reads those pages into a tape recorder. A student may do this and redo it until satisfied. In the practice sessions, the child practices his/her oral reading and listens to the tapes until he/she is able to hear errors. 25.2 Provide students with index cards containing many different kinds of sentences. The sentences may be commands, questions, or sentences showing strong feelings. Students may tape record these sentences in a way that will communicate the proper meanings. Try to vary the sentences so that students will gain practice in different types of oral reading. 25.3. Invite parent listeners to class to listen to students read orally. Let the students prepare and practice in advance. Use the parent listeners for one-to-one reading, situations. In addition, students may want to read for a larger audience, such as the entire class, including several parent listeners * * * 26.1 Give students a list of questions covering a story that has just been read. They are to skim for the answers, write down the page number, paragraph number, and the line on which they found the answer. The class may orally compare answers to see if there is more than one correct place an answer may be found. 26.2 This activity will show students the difference between slow reading and scanning. First, have students look for one certain fact. The first one to find it gives the answer to the class. After this has been done several times, have the students read another short story carefully because they will each be asked to answer several questions - these questions are not given before the reading takes place. * * *	

OBJECTIVE	RESOURCES
27.b. Uses study skills to meet the requirements of school work: follows written directions. (R)	
27.c. Uses study skills to meet the requirements of school work: uses introductory outlining skills. (M)	LIBRARY RESOURCES: TA 372.623 Thirty lessons in outlining by Polly M. Firbish Curric. Assoc., 1975 FSR 808.04 Com Composition power United Learning, 1971 1 fs, "Outline Power" Loc: McK.

27b.1. Make cards with drawings of simple figures:



Give these to students and have them write directions for drawing these figures. Next, give the written directions for another student to follow. Have the students compare the original and the final drawings. Let them discuss with each other what was good about the directions, or what was unclear about them.

27b.2. Divide the class into four or five small teams. Give each team a set of 5 to 10 written directions that they must follow in order to find a secret treasure or message. Each team's directions may lead to one or several different secret messages.

27b.3. Make a ditto with many directions. The first must be: Read all of the following directions before working. The last direction should say: Now go back and read #1. Did you follow the directions?

* * *

27c.1. Prepare an outline format of blanks on a page:

I.

- A.
- B.
- C.

II.

- A.
- B.
- C.

Give the students a scrambled list of sentences for a sentence outline and have them put the sentences in the proper blanks. Let them compare their outlines and discuss their reasoning.

OBJECTIVE	RESOURCES
27.d. Uses study skills to meet the requirements of school work: takes written notes. (I)	
27.e. Uses study skills to meet the requirements of school work: uses reading skills needed for preparing a report. (M)	

27c.2 After you have read a library book to your class, (it should not be too long, detailed, or have too many characters), you can make a class outline. Divide into small groups of three or four students each. Each group will write a few details from the story. When all groups have finished this, write all details on the board. You should now help the students in forming a story outline from these details.

* * *

27d.1 Class Daily Newspaper
Reserve a sufficient area of the blackboard for a daily newspaper to be written. Each morning two students are responsible for collecting the news from their classmates. They will need to take notes on the news items they collect as they pass through the class. The two "reporters" will write a short news report on the board. The class will read and discuss the news.

27d.2 Provide students with newspaper or magazine articles of interest. Have them read the articles and answer the five w's: who, what, when, where, and why. These notes should enable them to retell the article in their own words.

27d.3 Prepare a brief lecture for the class. Provide a list of questions that will be answered in the lecture. Have students fold a sheet of paper lengthwise so it is divided into two columns. Have them write the questions in the left column, with several blank lines between questions. Present the lecture. The students are to write the answers to the questions in the right column on their sheets. Discuss their answers.

* * *

27e.1 Pupils may collect a file of newspaper weather charts for a month. At the end of the month they may write a report summarizing the facts they have found.

OBJECTIVE	RESOURCES
27.f. Uses study skills to meet the requirements of school work: uses print clues, such as italics, underscoring, color coding, etc. (M)	
28.a. Uses specialized reading skills needed for the various subject areas: understands specific meanings of words in the various content areas. (R)	

ACTIVITIES

27e.2 Students may prepare for a current event report by collecting and reading several newspaper and magazine articles concerning their chosen event. Elections, the Olympics, and other outstanding events would be especially interesting.

* * *

27f.1 Have a class discussion about the various uses of specialized type. Have the students look through their readers to find examples of italics, boldface, underscoring, etc. As each example is found, see if someone can give a reason for its use.

27f.2 After discussing the uses of specialized print clues, have a contest. Write several reader page numbers on the board which contain italics, etc. See which student can find each clue first and explain its use.

27f.3 Divide the class in small group to prepare special reports on topics for social studies, health, etc...Each group will prepare a written report which contains underlined titled of longer works, underlined or italicized foreign words, boldface printing for topic headings, color coding, etc...Each group, with teacher guidance, will design a format for the report. Let them be creative!

* * *

28a.1 Provide students with a list of special content words and another list of specific subject headings. Students may use dictionary or other reference materials to match each content word to its subject.

28a.2 Divide the class into about five groups, give each group two lists of words. Each list should contain a variety of words related to a specific content area. There should also be one or two words in each list that do not belong with the rest. Using resource materials, the students should be able to choose the words which do not belong with the main list.

NOTES

OBJECTIVE	RESOURCES
28.b. Uses specialized reading skills needed for the various subject areas: can read charts, maps, graphs, tables, and diagrams. (R)	LIBRARY RESOURCES: KIT 912 Map — Map and globe skills learning module SVE, 1976 Loc: Ad, Jeff, Mad, Mon. TP 912 — Map skills, sets I,II Hammond, 1979 Loc: Ken. TP 912 — Map skills 3M, 1964 Loc: Ken.
29. Locates specific materials in the library. (R)	NOTE: See your resource center director/librarian about units developed for teaching library skills. LIBRARY RESOURCES: FSR 028.7 Lea — Learning the library Educ. Activities Loc: CC. GA 027.8 Usi — Using the card catalog Learnco Inc., 1976 Loc: Mad GA 028.7 Coo. — Cool Chicken Upstart, 1978 Loc: Mad.

ACTIVITIES	NOTES

28a.3 Have students prepare a glossary for a unit of study. They should include diacritical markings and be able to prononuce the words.

* * *

28b.1 Provide each student with a graph, (they all need to be the same) and divide the class into two teams. Before the game begins, prepare a list of questions to go with the graph you have chosen. Write each question on a separate piece of paper or index card. At each student's turn, he or she will draw a question and must answer it correctly to receive a point for that team. If the question is not answered correctly, the next person on the second team may try it. If neither team answers a particular question correctly, it is disregarded.

28b.2 When working with maps, assign each student approximately two states (making sure that every state has been assigned). Students are to refer to resource materials to locate basic information about each state such as how it received its name and what its nickname is. Put a large U.S. map on the wall or bulletin board so that each student may place his or her information in the correct location.

28b.3 In coordination with a social studies unit, let students draw graphs which illustrate information they have gathered.

* * *

29.1 Provide each student with a list of five books. They are to take this list to the school library and find the books as quickly as they can. This contest should help the students to realize the importance of using the card catalogue for locating books quickly.

29.2 Each student should make a list of topics of interest. They are then to use the library in finding two or three books, or other materials, on these subjects.

29.3 Create a worksheet which is a library. scaverger hunt, with a list of items to be found. Make it a game and award a prize.

* * *

OBJECTIVE	RESOURCES
30. Uses supplementary references such as encyclopedias; dictionaries (R)	30.2 Weiss, Bernard J., Freedom's Ground, New York: Holt,Rinehart and Winston, 1977, page 363. LIBRARY RESOURCES: FSR. Exploring the unexplained: basic 001.43 Research skills development series Exp Knowledge Aid, 1974 5fs, cas. Loc: Cl.
31. Organizes material read by classifying or summarizing (I)	LIBRARY RESOURCES: KIT Wordshop: classification, opposites 372.4 sequence Wor Ideal Schools., 1970 5 cas, guide Loc: Ken
32.a. Makes critical judgements about material read: distinguishes between fictional and nonfictional reading selections (R)	32a.1 Matteoni, Louise, Wilson H. Lane, Floyd Sucher and Versie G. Burns. Friendly With Earth. Oklahoma City: The Economy Company, 1980 page 66. LIBRARY RESOURCES: FSR Literature for children, series 3 808.8 Pied Paper, 1970 Lit Loc: CC, Jeff, Ken.

ACTIVITIES

NOTES

30.1 This activity may be done individually or in small groups. Provide students with four or five very simple topics such as water, fish, trees, and flags. Using the encyclopedia they, will need to complete the following for each topic: topic, volume, pages, guide words, and any cross references that may be/listed.

30.2 This activity will help students to decide which reference materials to use when searching for answers. Privide students with a list of questions similar to the following. They are to decide if each question should be looked up in an atlas, a dictionary, or an encyclopedia. Sample questions:

1. Nantucket is situated in what state?
2. Who wrote the novel, Frankenstein?
3. If someone called you persistent, would it mean you are impatient or stubborn?
4. What is the plural spelling of memory?
5. Who invented the first practical typewriter, and when was it patented?

* * *

31.1 Cut out articles from a Sunday paper. Have students read the article and decide which section the story belongs in. They could place summaries of the articles in proper sections of their own "mini newspaper."

31.2 Have the children read poems of different topics. Have them put each in a category and give a brief summary of each. Categories may be humorous poems, ones about animals, ones about houses, etc. Let the children share their categories with each other to see how many different ones they can come up with.

* * *

32a.1 Choose an animal to write about in two different ways. In one paragraph describe the animal as you might read about it in a realistic story. In the other paragraph describe it as it might appear in a folktale.

32a.2 Students may make dioramas of legendary heroes They will need to exaggerate many features of the hero just as they have been exaggerated in stories. Have the students create a bulletin board or display of fictional and nonfictional books. Let them provide favorites as examples.

* * *

OBJECTIVE	RESOURCES
32.b. Makes critical judgements about material read: recognizes an author's apparent and/or hidden purpose (I)	
32.c. Makes critical judgements about material read: judges the worth of material read (e.g., author's purpose and audience, literary standard, personal preference). (I)	LIBRARY RESOURCES: FSR Literature for children, series 5 808.8 Pied Piper 1980 Lit Loc: Jeff, Ken, Wil

ACTIVITIES

NOTES

32b.1 After reading a fable, students may illustrate the lesson that it teaches. All of the illustrations may be put on a bulletin board, and each student may explain what the purpose of each fable was.

32b.2 Provide each student with a short selection from a magazine, textbook, or workbook. Choose these selections from many different kinds of literature: editorials, fiction, instructional paragraphs, informative essays, or silly story Each student is to read the article and write the author's purpose and then share this information with the class.

3b.3 Use famous persuasive speeches to illustrate the purpose of persuasion. Talk about how often people are trying to persuade us to do something. Use Abe Lincoln, Patrick Henry, Martin Luther King, as possible sources.

* * *

32c.1 Have students read two biographies about the same person. They should compare to see how they are alike and how they are different. If they find any contradictory facts, they should go to a third source in order to get as many correct facts as possible.

32c.2 Each group of students will need two books containing information about a chosen topic. One book should be current and the other outdated. After the students have read each book (current and outdated articles may also be used) their discussions should lead them to an understanding of the necessity in using current information when researching a topic especially, where scientific topics are concerned.

32c.3 In class discussion, have the students generate some criteria for judging a book or story. Ask them about characterization, plot, meaning, etc.. Guide their discussion toward believability rather than reality. Then let each child select a book as an example of "good" and "not so good."

* * *

OBJECTIVE	RESOURCES
34. Discusses behaviors, traits, and relationships of characters. (R)	* See Additional Resources for Strand IV, DR, The Newberg Award/Honor Book Series. 34.2 Learning, Dec. 1980, p. 66. Vol. 9 Number 5. Pitman Learning, Inc. LIBRARY RESOURCES: DR The Upstair room B by Johanna Reiss Rei Miller/Brody, 1974 Loc: Jeff
35. Identifies or infers main ideas, conclusion, and themes from literature. (M)	35.1 Alternatives: A Guide to Critical Concerns of Teachers of English Language Arts. Oklahoma State Department of Education, Curriculum Section, 1977, page 12 LIBRARY RESOURCES: FS Learning to solve problems 153 3fs Lea Loc: Mon TA Drawing conclusions 372.4 Ed. Insights Dra Loc: Ad

ACTIVITIES

NOTES

34.1 After the class has read a story from their reader, have one student become the main character. The other students may interview this character about his or her feelings toward other characters from the story or events from his or her earlier life.

34.2 Storybook Garage Sale

Instead of asking the traditional questions about people, places and events in stories students have read, ask each student to choose one character from a story and to consider what object that character might sell at a garage sale. Encourage students to give careful thought to what the item could be -- something that represents or tells about the character. Once students have made their decisions, have them draw, make or bring in from home the chosen item. Set up a display of the wares and discuss why the items were chosen. Were students able to guess any characters by the item?

* * *

35.1 Questions to stimulate inferences

1. Do you think this story is really about__?
2. Is there something here that isn't actually said?
3. Is there a lesson to be learned in this book (story)? What?
4. Was there anything in the story that was not the same as you've heard somewnere else?
5. Do you thing you can believe what it says? Why ? Why not?
6. What is the problem of (character) in the story?

35.2 After reading a story, students may want to make a mural showing the major events. This may be done on a roll of newsprint and presented as a movie or television show. (Students can make the screen out of a cardboard box.)

35.3 Have class members debate what was the "turning point" of the story. What was the point of no return? After several events have been selected, divide them into groups. Each group defends its decision on the turning point. VARIATION: what was the message the author was trying to tell us (theme)?

OBJECTIVE	RESOURCES
36. Identifies the plot in a literary selection. (I)	LIBRARY RESOURCES: CC What's in a story I-J 14 min BFA Loc: CC PM 028.5 Mini Newbery Activity Program Sunburst Communications, 1975 10 activity cards, projects, resource file, guide Loc: CC, Mon PM 028.5 Newbery Activity Program Sunburst Communications, 1973 26 activity cards, projects, resource file, guide Loc: CC, Mon
37. Recognizes when the author's background influences the content. (I)	37.1. Weiss. Freedom's Ground. p. T-57. LIBRARY RESOURCES: FSR 813 Bet Betsy Byars filmstrip showcase Miller Brody, 1978 1fs, 2 cas: Byars: The Summer of the Swan Loc: Mon FSR 813 Fir First choice authors and books Pied Piper, 1979 Loc: Jeff TR 928 Mee Meet the authors Imperial, 1969 34 cassettes Loc: CC, Jack, Ken, Mon

ACTIVITIES

NOTES

36.1. This activity is good for story plot and sequence. Divide class into groups of four. The teacher's signal, the first person will write only the beginning of the story. In about ten minutes give another signal and papers are passed to another in the group. This person will write the middle to that story after he/she has read the beginning. Papers are then passed again, read by the third person, and he/she provides the story with the conclusion. Finally, the last person in the group reads the story and gives it a title. Students in the group are not to talk to each other during this activity. Choose one student from each group to read the stories out loud.

36.2. Students may illustrate the plot of a story by designing a comic strip including each part of the story. Each frame should be labeled.

36.3. Students use a time-line to illustrate the sequence of main events in the story or book.

* * *

37.1. Suggest that children write a diary entry about an interesting event that occurred at school this week. Children could select their own event, or the group could decide on one particular event, and the children could write about it. Have the entries compared. Did they all see the event the same way? Were the facts the same? Those who wish to might read their entries to the class.

37.2. Provide students with a copy of a very biased newspaper editorial. Have them rewrite the editorial in their own words trying to be as objective as possible.

37.3. Find an example of an author whose background influences his/her work. Some ethnic writers are a good source. Provide some biographical detail which relates to the story, Mark Twain's river experiences are a good example.

* * *

OBJECTIVE	RESOURCES
38. Examines the effect of setting in a story, play, or film. (M)	LIBRARY RESOURCES: KIT Who am I? 809 Miller. Brody, 1975 Who Up a Road Slowly, Onion John, Young Fu of the Upper Yangtze, Shadow of a Bull Loc: Jeff
39. Uses the library independently for recreational reading. (R)	39.1 Burns and Roe. *Reading Activities for Today's Elementary Schools*. page 145.

ACTIVITIES	NOTES
38.1 Pretend that you are a movie producer who plans to make a movie that is one of three types: 1) mystery, 2) comedy, 3) historical. Write a paragraph describing the setting of the story. Read it to your classmates to see if they can guess the type of movie you will make.	
38.2 Each student will think of a setting of a story that would set a particular mood. They should write 5 to 10 details about the setting. Trade papers and have students identify the mood after reading the details.	
38.3 Let the students illustrate the setting of a favorite book or story.	
* * *	
39.1 An area within the classroom called a response station or center may be established at various times. It is a place where children may plan for various modes of response to the literature experienced through mural painting, construction of dioramas or peep boxes, clay modeling, bulletin board displays, mobiles, and wall hangings. Reading can lead to many creative avenues -- book discussions, panel discussions, writing imaginary diaries or letters of leading characters, pantomiming, writing advertisements, and holding puppet shows, to name only a few.	
39.2 A specific time during each day should be set aside for individual silent reading. This time may be called SSR - Sustained Silent Reading, or DEAR - Drop Everything and Read, or anything you might think of. Be sure to set up class rules for this reading time so that it will be profitable for each student. It is very important that the teacher reads silently at this time with the students.	
* * *	

OBJECTIVE

40. Examines the contributions of various ethnic groups to the literary heritage of America (I)

RESOURCES

LIBRARY RESOURCES:

FSR Minorities have made America great, set I, II

301.45 Warren Schloat, 1969
Min 12 fs, cas.
Loc: Mad.

FSR The reverend Dr. Martin Luther King, Jr.
B. SVE, 1972
Kin Loc: Mcv.
FS Uncle Remus Stories

398.3 Loc: Ike EBE, 1952

DR Uncle Remus stories by Joel C. Harris
398.2 told by M. Mitchell
Unc. Pathways of Sound
Loc: Ike, Ken

398.2 Harris Joel Chandler
Har Uncle Remus Stories
Loc: Ike, Jeff

DR Chase, Richard
398.2 The Jack Tales: Folklore of the U.S.
Ch Lib of Congress A A F S L47
Loc: Ken

DR Chase, Richard
398.2 The Jack Tales: Folklore of the U.S.
CH Lib of Congress A A F S L47
Loc: Ken

DR Hughes, Langston
811 The Dream keeper and other poems
Hug Folkways Records
Loc: Ike

960 Musgrive, Margaret
Mus Ashanti to Zuler: African Traditions
Loc: Ike, Jeff, Ken, Mon

ACTIVITIES

NOTES

40.1 Use filmstrips, books and records to present a variety of Myths, Legends, Tall Tales and Fairy Tales. These should be from a variety of ethnic groups. After these have been studied, discuss with students the possible contributions the ethnic groups have probided to the literary haritage of America.

40.2 Have several books available for the children written by authors of various ethnic backgrounds. Let each child choose one to read. The child is to summarize the book and report to. the class. He/she is also to look up information on the author's background, and report this to the class.

* * *

OBJECTIVE	RESOURCES
41. Distinguishes between fact and opinion. (R)	LIBRARY SOURCES: TR Developing Language Arts skills 372.6 Wison, 1968 Dev. Loc: Cl, Wil,

ACTIVITIES

NOTES

41.1 Make 20 - 40 cards with the word "Fact" on half of them and "Opinion" on the other half. Two players take turns drawing one card at a time and make up a sentence stating a fact or opinion. The other player guesses if it is a statement of fact or opinion and receives a point for each statement which is correctly identified.

41.2 Provide students with many magazine advertising - pictures these may be mounted on poster board. Each student chooses a picture and writes an original T.V. or Radio advertisement for it. These should contain information about what the product is made of, what its used for and why consumers should buy it. The truth may be stretched a little - since this is a common technique in advertising. When they finish, they should go back through their ads and underline statements of opinion only.

* * *

ADDITIONAL RESOURCES
for
STRAND IV

FS 421.5	Learning about our language series, set I McGraw, 1966. (6 filmstrips) Loc:
FS 372.4	Primary graded word phrases SVE, 1966. Level A: 1, 2, 3, 4 Level B: 1, 2, 3, 4 Level C: 1 - 10 Level D: 1 - 16 New graded word phrases Level E: 1 - 24 Loc: Mad
FS 372.4	Reading speed series SVE, 1966. Contents: 5-8 letter words, 4 letter words, 4-8 letter words, 1-3 letter words, 3-4 letter words. Loc: Ken, Mad
FS 421.5	Spelling: because they want to write Imperial Film Co., n.d. Contents: Letters, the guilding blocks; long and short vowels; quiet letters; combining vowels and consonants; digraphs, blends, and dipthongs; the alphabet and alphabetizing. Loc: Lin
FSR 428 Wor	Working with blends and digraphs 6fs/3cas Troll, 1973 Loc: Ike, Lin, Mad
FSR 372.41 Al	Alphabet fun (Gr. 1-3) Coronet, 1973 (4 FILMSTRIPS/CASSETTES)
FSR 170 Cr	Creative thoughts Eyegate House, 1973. (4 filmstrips/cassettes) Contents: Interpretation: fact or fancy, illusions, translations. Values: the thin line, situational ethics, changing patterns. Decisions: what if..., fads, hysteria. Ethics: personal, family community. Loc: Ken

ADDITIONAL RESOURCES
for
STRAND IV

FSR 813 Fir	First choice authors and books Pied Piper, 1974. (4 filmstrips/cassettes) Contents: Cleary, Bulla, Henry, Chase.
FSR 372.4 Hea	Headstart on reading: look and listen Filmstrip House, 1967. (4 filmstrips/records, guides) Loc: Ike
FSR 372.4 Ho	Holt Language Extenders, Kit 3. Holt, Rinehart, & Winston, 1977. (6 filmstrips, 8 cassettes, guide) Loc: Ken
FSR 813 Lau	Laura Ingalls wilder filmstrip showcase Miller-Brody, 1976 (1 filmstrip, 3 cassettes, script) Loc: Ad, Ike
FSR 372.4 Mon	Monster Sound Filmstrips, Set 2. Bowmar, 1975. (4 filmstrips/cassettes, guide) Loc: Ike
FSR 372.4 Re	Reaching Up Scholastic, 1973. (100 paperbacks, cards, records, tapes, charts) Loc: Ike
FSR 372.61 Sto	Stories about words. (Gr. 1-3) Coronet, 1976. Contents: Look-a-like words; sound-a-like words, synonyms, antonmys, compounds, prefixes, suffices. Loc: Cl

ADDITIONAL RESOURCES
for
STRAND IV

FSR 160 Thi	Thinking skills Troll Associates, 1974. (6 filmstrips/cassettes, guides) Contents: Getting the real facts; what can't you figure out; deduction and inference; proper order and sequence; putting things together; identifying and differentiating. Loc: Ike
FSR 414 Wor	Working with words Troll Associates, 1974. (6 filmstrips/cassettes, guides) Contents: Introduction to syllables; prefixes and suffixes; synonyms and antonyms; putting it all together; compound words and plurals; working with syllables. Loc: Ike, Cl
KIT 372.6	Wordcraft: a new approach to rapid vocabulary building Communicad, 1969 6 fs/cas/manual Loc: Ken
KIT E	Curious George Learns the alphabet (Educational Enrichment, 1977 2fs, cas, dup masters, guide) Loc: Mon
KIT 372.4 Al	Alphatime (1st grade) New Dimensions in Education, 1972 (records, guides, duplicating masters, inflatables) Loc: Jeff, Ike
KIT 372.41 Di	Disney's reading comprehension progra, Set I. Walt Disney Educational Media, 1978. (4 filmstrips/records, guides, spirit masters) Contents: The main idea; getting organized; sequence; following directions. Loc: Ken
KIT 372.21 Kin	Kindergarten Keys Language Development Cards. Economy Co., 1968. Loc: Cl, McK

ADDITIONAL RESOURCES
for
STRAND IV

KIT 372.4 Re	Reaching Higher Scholastic, 1974. (100 paperbacks, cards, records, tapes, charts) Loc: Ike
DR 425 SOV	Sound skills: Consonants for upper grades, vol. I, II, III. Classroom Materials Loc: Mon
DR 398.24 Aes	Aesop's fables Read by Boris Karloff Loc: Cl, Jeff, Mad, Wil
DR	Newbery Award/Honor Books recordings. Miller-Brody. Contents: Each Record has follow-up activities and guide. Loc: All schools have a large selection.
TP	Grammar transparencies Jenn Co., n.d. Contents: Nouns; pronouns; adjectives; adverbs, capitalization, antonyms, synonyms, homonyms, alphabetizing, book parts. Loc: Jack
TP	Language transparencies Hayes Co., n.d. Contents: Verbs, plurals, subjects, pronouns, punctuation, predicate, parts of speech. Loc: Jackson
TR 372.4 Vo	Vocabulary skills audion lesson Reader's Digest, 1972. (6 cassettes, guide) Levels 4,5 Loc: Mon
CM	Read the picture stories Word Making Production, 1967. (12 Vol.) Loc: Ike

ADDITIONAL RESOURCES
for
STRAND IV

CM EDL--Reference Skills (Study Skills Library)
Level CCC by H. Alan Robinson
(Activity sheets)
Contents: Book titles; table of contents; title page; illustrations and captions, maps, dictionary, index; diagrams; glossary.
Level DDD
(activity sheets)
Contents: Alphabetical order; title page; copyright notice; table of contents, dictionary--words with many meanings; dictionary--guide words, glossary, index, list of maps and illustrations, acknowledgements page.
Level EEE
(activity sheets)
Contents: Alphabetical order; table of contents; pronunciation key; reference tables, index, glossary, bibliography, card catalog.
Loc: Jack

CM Schoolhouse: a word attack skills kit
SRA, 1973.
Loc: Ike, Jeff, Lin

CM Read on! 100 individualized reading projects and exercises for intermediate grade interest.
Educational Insights, 1974.
Loc: Ike, Ken

CM Flash X - 10 Sight vocabulary, grade 3
- 5 Sight vocabulary, grade 1
- 6 Sight vocabulary, grade 2
- 2 Primary recognition
- 1 Readiness pictures
- 4 Basic accuracy, letters

Loc: McK

CM Basic word sets --A
Barnell-Loft, 1973.
(36 booklets, spirit masters, guide)
Picto-Cabulary Series
Loc: Jack

ADDITIONAL RESOURCES
for
STRAND IV

CM Capitalization and Punctuation A, B, C, D
by Richard A. Boning
Barnell-Loft, 1972.
(4 boxes with 12 student booklets, record sheets, answer sheets, manuals)
Loc: Jack

CM Picto-cabulary series, Set 222
by Richard A. Boning
Barnell-Loft, 1972.
Also: Words to eat
Words to Meet
Words to wear
Loc: Wilson, Jack

CM Discovery Reading Cards
by Dana Newman
Center for Applied Research, 1974.
(30 cards)
Loc: Jack, Wil, Ike

CM Through Library doors
Study skills book, SW 8.
Scholastic, 1968.
Loc: Lin

CM Reading attainment systems
Grolier, 1972
(Reading selection, skill cards, etc.)
Loc: Wil

CM Creature Teachers -- Adventures in Hotel Scary
Economy, 1974.
(22 cassettes, pupil books)
(word attack and early comprehension skills)
Loc: Cl

CM IDEAL Tapes
No. 2747 Vowels (10 tapes, ditto masters)
No. 2727 Initial and final consonants (same)
No. 2707 Reading-writing readiness (8 tapes, ditto masters)
No. 2737 Blends and digraphs (5 tapes, ditto masters)
Loc: Cl

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Mat	Match letters (capitals) SVE 1971 #1017 (8 cards, guide) Loc: Ken
TA 372.4 Mat	Match letters (lowercase) SVE 1971 #1018 (8 cards, guide) Loc: Ken
TA 372.4 Rhy	Rhyming pictures bingo SVE 1971 #1009 (8 cards, quide) Loc: Ken
TA 372.4 Sho	Short vowels SVE 1970 #1008 (8 cards, guide) Loc: Ken
TA 428 Wel	Welcome to English, by Thomas Lisemore Regents Pub. 1973 (5 books, Levels 1-5) Loc: Jeff, and others
TA 428 Lan	Language Skills: Consonant and vowel sounds Teaching Resources 1973 (80 picture cards, guide) Loc: Lin
TA	Ginn Basic Card Set: Unit II, word cards Ginn and Co. Loc: Cl
TA	Search and Research, Set A (an individualized approach to the initial teching of research skills) Creative Teaching Press CTP-144 (50 cards) Loc: Adams
TA	The Vocabulary Box -- Primary Educational Insights 1979 No. 9145 (120 activity cards) Loc: Adams

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Fin	Final consonants SVE 1970 #1006 (8 cards, guide) Loc: Ken
TA 372.4 Ini	Initial consonants SVE 1970 #1005. (16 cards, guide) Loc: Ken
TA 372.4 Lon	Long vowels SVE 1970 #1007 (8 cards, guide) Loc: Kennedy
TA 372.4 Sch	Scholastic skills books -- Phonics Scholastic Book Service, 1973. Loc: Ike
TA 372.4 Cro	Croft-NEI reading resource file Bureau of Business Practice, 1975. (60 cards, guide) Loc: Mon
TA 372.6 Voc	Vocabulary improvement practice. Harcourt Brace Jovanovich, 1975. (160 cards, guide) Loc: Mon
TA	Language patterns Milton-Bradley Loc: Ad
TA 372.4 Usi	Using context clues. Educational Insights, n.d. Loc: Ad
TA 423.07 Dic	Dictionary Skills. by L. Moquin Curriculum Associates, 1974. (10 books, guide) Loc: Lin

ADDITIONAL RESOURCES for STRAND IV

TA	Vocabulary Development Milton-Bradley Contents: synonyms, antonyms, homonyms, homographs, prefixes, suffixes. Loc: Ad
TA	You'd better believe it Educational Insights, n.d. (100 individual reading exercises) Loc: Jack
TA	Mind Expanders Educational Insights, n.d. Loc: Jack
TA 028.7 Lib	Library Skills charts Ideal, 1968. #2780 (18 charts, guide) Loc: Ken
TA	The Vocabulary Box -- Intermediate Educational Insights, 1979. No. 9146 (120 activity cards) Loc: Ad
TA 028.7 Inf	Information Fast Educational Insights, 1974. (125 activity cards) Loc: Ken, Jack, Mon
TA 028.7 Dis	Discovering your library Creative Teaching Press, 1976. CTP-143 (activity cards, guide) Doc: Jack
TA	Strategies in Study Skills Milton-Bradley Contents: dictionary skill, reference skills, informational skills, sentence comprehension, paragraph comprehension. Loc: Adams

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Ind	Individualized reading job cards Stan Laird, 1971. (cards, teacher's guide) Loc: Wil
TA 372.4 Rea	The Reading Box, 150 reading games and activities. Educational Insights, 1974. (150 game and activity cards) Loc: Wil, Jack, Mon
TA 793.73 Rea	Reading games and activities by Mary E. Dorsey Lear Sigler/Fearon, 1972. Loc: Wil
TA 793.73 Sev	77 games for reading groups by Seymour Metzner Lear Sigler/Fearon, 1973. Loc: Wil
TA	Read On! 100 individualized reading projects and exercises for intermediate grade interests. Education Insights, 1974. Loc: Ken
FC 152.1 SAM	Same or different cards DLM 1970 DLM 176 (30 cards) Loc: Wil
FC 152.1 Sam	Same or different proportion cards DLM 1973 DLM 254-A (30 cards) Loc: Wil
FC 372.6 Ass	Association picture cards I DLM 1969 no. P-124 Loc: Wil

ADDITIONAL RESOURCES
for
STRAND IV

FC 372.6 Ass	Association picture cards II DLM 1969 no. P-155 Loc: Wil
FC 421	Picture word builder Milton Bradley 1966 Loc: Ike
FC 421 Pic	Picture word cards, the 95 commonest nouns by Edward W. Dolch) Garrard 1960 Loc: Ike
FC 428.3 Bas	Basic sight vocabulary cards Garrard 1949 (220 cards) Loc: Ike
FC 428.3 Pop	Popper words: Set 1: Easier half basic sight vocabulary Set 2: Harder half basic sight vocabulary by Edward W. Dolch) Garrard 1960 (110 cards in each set) Loc: Ike, Jack, Mon
FC 424 Honm	Homonym poster cards Multon-Bradley, 1965. #7510 (30 cards) Loc: Ike
FC 424 Syn	Synonym poster cards Milton-Bradley, n.d. Loc: Ike
FC 428 Ant	Antonym poster cards Milton-Bradley, 1968. No. 7529 (30 cards) Loc: Ike, Ad

ADDITIONAL RESOURCES
for
STRAND IV

GA 152.14 Pic	Pick-pairs; a card game of visual recall Milton-Bradley, 1971. (108 cards) Loc: Ike
GA 414 Pho	Phonetic rummy Sets A, B, C, D Kenworth, 1953. no. 2156 (60 cards in each set) Loc: Ike, Jack, Mon (D)
GA 421 Dog	Doghouse game fun with phonics Kenworthy, 1963. #2155 Loc: Ike
GA 421 Mat	Match, a picture-word matching game, Set 1 by Edward W. Dolch Garrard, 1953. (96 cards) Loc: Ike
GA 421 Mat	Match me, rhymning words activity cards Trend Enterprises, 1974. #T-332 (32 cards) Loc: Ike
GA	Lets' learn sequence Instructo, n.d. #1015 Loc: Jack
GA	Word Prefixes Word Suffixes Kenworthy, n.d. Loc: Jack
GA 414 Pho	Phonic rummy, sets 1, 2, 3 Kenworthy, 1973 (3 sets of cards, directions) Loc: Mon, Jack

ADDITIONAL RESOURCES
for
STRAND IV

GA 421	Vowel lotto designed by Edward W. Dolch Garrard, 1956 (game cards, marker, directions) Loc: Mon
GA 372.4	Reading games that teach word attack skills, book IV Creative Teaching Press, 1970. (39 games) Loc: Wil
GA 428.3 Pas	Password Milton-Bradley, 1970 Loc: Ike
GA 028.7 Coo	Cool Chicken (library skills) Upstart, 1978. (gameboard, 162 cards, markers, story, rules) Loc: Mad, Mon
GA 028.7 Lib	Library games; classifying and finding materials Learnco, 1970. #C 141 Library Games Skills Kit I (activity cards) Loc: Mon, Mad
GA 028.7 Lib	Library games; using the card catalog Learnco, 1976. #C 145 Library Games Skills Kit II (activity cards) Loc: Mad, Mon
GA 027.8 Usi	Using the Encyclopedia Learnco, n.d. #E 146 Library Games Skills Kit III (activity cards) Loc: Mad

ADDITIONAL RESOURCES
for
STRAND IV

Prof. Barnes, Don
372.4 Reading, Thinking, and Reasoning Skills.
Steck-Vaughn Co., 1974.
(6 levels of pupil workbooks and teacher's guides)
Loc: C.C.

Prof. Beck, Margaret V.
028.5 A guide for introducing library skills to kindergarten and
Bec primary grades.
T. S. Denison, 1967.
Loc: Jack, Mon, C.C.

Prof. Beck, Margaret V.
028.7 Guidebook for teaching library skills.
Bec T. S. Denison, 1965.
Loc: Jack, C.C.

Prof. Bell, Irene Wood
372.1 Basic media skills through games.
Bel Libraries Unlimited, 1979.
Loc: Mon

Prof. Decker, Isabelle M.
028 100 novel ways with book reports.
Citation Press, 1969.
Loc: C.C.

Prof. Farnette, Cherrie
372.4 Kids' Stuff reading and writing readiness.
Far Incentive Publication, 1975.
Loc: Mad

Prof. Forte, Imogene
372.4 Kids' Stuff reading and language experiences.
FOR Incentive Publishing. 1975.
Loc: Mad

Prof. Forte, Imogene
372.4 Kids's Stuff reading and language experiences.
For Incentive Publishing, 1973.
Loc: Mad

ADDITIONAL RESOURCES
for
STRAND IV

Prof. 372.6 Lip	Lipson, Greta B. Fact, fantasy and folklore, expanding language arts and critical thinking skills. Good Apple, 1977. Loc: Ike
Prof. 372.4 Mal	Mallett, Jerry J. Classroom reading games activities kit. Center for Applied Research in Education, 1975. Loc: Lin, C.C.
Prof. 372.4 Mye	Myers, Garry Fun with phonics Highlights for Children, 1966. Loc: Kennedy
Prof. 372.6	Platts, Mary E. Anchor; a handbook of vocabulary discovery techniques for the classroom teacher. Educational Service, 1970. Loc: Wil, Mon, Lin, Mad
Prof. 372.6 Rib	Ribisl, Jean M. Consonant capers Houghton-Mifflin, 1975. (6 booklets) Loc: Mon
Prof. 372.6 Way	Wayman, Joe Secrets and surprises. Good Apple, 1977. Loc: Ike, Cl

STRAND V

WRITING

OBJECTIVE	RESOURCES
5. Writes a letter using date, greeting, body, closing, and signature and addresses envelopes correctly. (R)	5.2. Daniel, Becky and Daniel, Charlie. Strain Your Brain. U.S.A.: The Learning Works, 1980, p. 34. LIBRARY RESOURCES: FS Letter writing for a reason 428 SUE, 1967 Let Loc: Ad, Cl, Ike, Ken
6. Spells a prescribed set or series of words correctly. (M)	

ACTIVITIES

NOTES

5.1. Pen Pals: Arrange early in the school year to exchange letters with a class in the same grade. This can be in the same city or in a nearby city. Contact the teacher to assign pen pals. Continue to exchange letters through the year, and conclude with a picnic near the end of school so the pen pals can meet.

5.2. If I Were Only Your Age: How many times have you heard an adult say, "If I were only your age again?" Write a letter to someone who is always saying that. Tell them why it isn't always so easy to be your age. Tell them why they have advantages being the age they are.

* * *

6.1. Using difficult spelling or vocabulary words, make a ditto sheet of the following or write them on the board. For each word: spell it correctly and provide three spellings which are incorrect. Example: surprize, surprize, surprise, suprise. Students are to choose the correct spelling and use that word in a sentence. This activity may be done with the weekly spelling list if you prefer.

6.2. Using a weekly list, try this new kind of spelling bee. As each word is given, students will provide one letter at a time until the complete word has been spelled. After the last letter has been given, the next student must spell the entire word.

6.3. Let students use crayons, toothpicks, glue, glitter, sand, clay, etc. to write their spelling words as an art project for display in the room.

6.4. Bring a typewriter to class and let them type their spelling words.

* * *

OBJECTIVE	RESOURCES
7. Proofreads and corrects. (I)	
8. Uses descriptive words and phrases. (M)	

7.1. Choose an animal which is in danger. Write a plan for saving this animal. This may be done in one or two paragraphs. Students will exchange papers and proofread for errors.

7.2. Each student should choose a favorite author and write a letter telling why he/she enjoys that author's books. It is very important that these letters contain no spelling errors, and, therefore, each student should proofread and correct his/her letter before it is sent.

7.3. Learning from Mistakes: Compile a list of those errors your students most commonly make and develop a worksheet for each, complete with the specific rule to be followed and examples and exercises demonstrating the rule. Assign a number to each sheet and organize the pages in a file. The next time you read student compositions, write the number of the rule that has been violated next to the error. When students receive their papers, they should pull out those rule sheets that correspond to the numbers on their papers, study them, and work the exercises indicated. Errors on their compositions should then be corrected, based on the information they've gained or reviewed, and the compositions rewritten in their new and better forms.

* * *

8.1. Each student will find a picture of interest. They will then write as many descriptive words or phrases about the pictures that would help form a mental image to the other students. Have them share descriptions and then show pictures to see how well they have done.

OBJECTIVE	RESOURCES	
	8.2.	Daniel and Daniel, *Strain Your Brain*, p. 41.
	LIBRARY RESOURCES:	
	FSR 808.6 Get	Getting ready to write creatively Troll, 1973 6fs, cas Loc: Cl, Jeff
10. Writes a story using simple sentences in a sequence. (R)	TP 372.6 Obj	Objects for descriptive writing 3M, 1966 Loc: Ken
11. Writes a story having a beginning, a middle, and an end. (M)	LIBRARY RESOURCES:	
	FSR 808.04 Com	Composition power United Learning Loc: McK
	411 McC	McCain, Murray Writing Farrar, Straus & Co., 1964 Loc: Ken

8.2. An Interesting Character: Think of an interesting person you know and admire. Try to paint a picture of this person with words. Don't name the person you are writing about. When you are done with the character analysis, ask a friend to read your sketch. See if your friend can name the person by reading the description of the character.

* * *

10.1. Students may make a short booklet about a recent trip or other fun activity. On each page they will write one simple sentence telling about a part of the trip. Each page should be illustrated.

10.2. Draw a four or five panel cartoon. Each panel should have one or two sentences describing the action. These should be written in a proper sequence.

* * *

11.1. Tall Tales: After members of class have done some reading of and acquired some knowledge about tall tales, assign a tall tale character to each student for them to write a tale about. EXAMPLES: Paul Bunyan, Davy Crockett, Pecos Bill, Johnny Appleseed, John Henry. Students may also make up their own.

11.2. Students can write their own newspaper story or article of current interest. Their stories must be complete and in logical order. If you wish, you may put these articles in a class newspaper.

11.3. Each student picks a town on a map of Oklahoma and writes a story which tells how that town got its name. Have them make up characters and a conflict for the plot.

* * *

OBJECTIVE	RESOURCES
12. Combines short, choppy sentences by compounding subjects and verbs. (I)	
13. Uses a variety of sentence patterns in writing (S-V, S-V-C, S-V-O, expletive sentence, etc.). (M)	13.1. Platts, Mary E. Anchor. Stevensville, Mich.: Educational Service, Inc., 1970, p. 138. LIBRARY RESOURCES: SP Word function and sentence 428 patterns Wor Ideal, 1970 Loc: Ike

ACTIVITIES

NOTES

12.1. Write two sentences on the board that contain similar subjects or verbs. Now erase the end punctuation from each and remove the beginning capitalizations. Now have students form a single sentence and punctuate it correctly. You may want to use three or four very short repetitive sentences for combining.

12.2. Find some "easy to read" books from the library. Have students rewrite these stories combining the short sentences into longer compound sentences.

12.3. (See WRITING STRAND, ACTIVITY #14.4 for a sentence combining exercise and resource.)

* * *

13.1. Each row of students will be a separate team. The first person starts with a blank sheet of paper. The teacher names a part of speech and that person must write a word of that category that could begin a sentence. The next person writes the second part of speech--it must agree with the first person's word. By the time the last person has written a word, each team should have a complete sentence. The teacher should vary the sentence patterns during this activity. EXAMPLE: proper noun- verb- preposition- adjective- noun. Possible sentence: Albert jumped into new clothes. Give one point for each word that has been used correctly and give ten points to each team whose sentence makes sense.

13.2. You or the students put words on separate pieces of cardboard. Reassemble the sentences on the chalk rail or flannelboard. Pass a different word to each child. Use words from a list of nouns, verbs, and pronouns. Different children will come up one at a time to assemble the sentence. The teacher may want to work only with one sentence pattern such as S-V or may vary patterns during lesson. A class discussion should be included in the process of proper placement of correct words.

* * *

OBJECTIVE	RESOURCES
14. Combines two or more sentences into compound sentence. (M)	14.3. Cory, Birdseye View of Language Arts, p. 166. 14.4. Strong, William, Sentence Combining: A Composing Book. New York: Random House, 1973, p. 7 and 10.

ACTIVITIES

NOTES

14.1. Compound Sentence Combo: Using tag board cards, cut two parts with different shaped edges. On each part write a simple sentence. Join the parts. Then discuss a proper conjunction to be used to form a compound sentence. Connecting words can be written on tag board cards and put with the sentence.

14.2. (See LANGUAGE AND GRAMMAR STRAND, ACTIVITY #26.2.)

14.3. Give students a copy of a short ghost story written in short sentences that may be combined. Have them rewrite the story using compound sentences.

14.4. Students look at the groups of sentences and make each group into one sentence. In "Hamburgers," the first three sentences are a group to be combined into one sentence.

Instructions to students:

1. As you combine sentences, listen to them and say them aloud in several ways. Experiment with new structures.
2. Write out all the different sentences you can think of for each group.
3. Write your favorite one for each group in your notebook. You will probably want to write it in paragraph form.

NOTE: In "Hamburgers," sentences 1-2, 3-6, and 7-8 can be combined into a single sentence. Explore the options to find out whether you like one, two, or three sentences in the 1-8 sequence.

HAMBURGERS

1. The patties are grayish pink.
2. They are grainy like oatmeal.

3. They have already been laid out.
4. They are on the griddle.
5. The griddle is black.
6. The griddle is old.

7. They begin to sizzle in a puddle.
8. The puddle is greasy.

OBJECTIVE	RESOURCES
15. Writes words that work together in meaningful thought units (clauses and phrases) within a sentence. (I)	LIBRARY RESOURCES: FSR English composition for children in 428 middle and upper elem. Eng Pied Piper, 1973 Ser1 Loc: Ike Ser2
16. Varies sentences by adding and rearranging words and phrases. (I)	LIBRARY RESOURCES: TA Word and phrase sentence builder 372.4 Kenworthy #2124 Wor Loc: Ike
17. Expands the meaning of sentences through the use of words and phrases in series. (I)	

ACTIVITIES	NOTES

9. Blood sputters.
10. Blood pops.
11. Blood bubbles away.
12. The bubbling is into oatmeal grease.

13. Their size shrinks.
14. The shrinking is steady.

* * *

15.1. Write a group of simple sentences on the board. Have students suggest possible phrases that could be inserted to expand the meaning of each sentence. Compare the different phrases to see which ones would be most meaningful.

15.2. Provide students with a simple sentence such as "People read books." Then give them a list of "spare parts" and see if they can write a more interesting sentence. Spare parts for the above sentence could include: interesting, like to, many, by different authors, and some.

* * *

16.1. Have students construct sentences which contain words or phrases that answer the question when, how, where, or why. Choose some of their sentences to write on the board. As each sentence is read, see if other students can rearrange any words or phrases without changing the meaning of the sentence and without omitting or adding any words.

16.2. Have students find sentences from a newspaper article that answer the "w" questions. See if they can rewrite these sentences by changing the order of the words only.

* * *

17.1. On a bulletin board, write a variety of sentences leaving blanks where adjectives or phrases could be added. Allow each student to fill in a different blank.

OBJECTIVE	RESOURCES
	17.2. Forte, White, and MacKenzie. Kid's Stuff: Reading and Language Experiences-Intermediate and Jr. High, p. 229. LIBRARY RESOURCES: TP 428.1 Usi — Using the parts of speech VMI, 1970 Loc: Lin PM 372.6 Wor — Word pacers Random House, 1971 Loc: Lin
18. Writes paragraphs with a logical sequence. (M)	LIBRARY RESOURCES: FS 070 New — News lesson, vol. XXII no. 6, vol. XXIV no. 26, vol. XXV no. 9 Visual Ed. Consultants, 1972 Loc: Cl, Wil FS 42J F. — Five steps in writing a composition Ency. Brit. Loc: Ken FS 425 Ou — Outlining a written composition Ency. Brit. Loc: Ken

ACTIVITIES

NOTES

17.2. Watch a Sentence Grow:

1. Cut five (or more) pieces of paper 12" x 36"
2. Use a marker to print very simple sentences at the top of each sheet.
3. Each student expands each of of the five sentences by adding his/her own words and phrases and writes the expanded sentence under the original sentence on each sheet.
4. As a follow-up activity, students may write their own simple sentences and trade with one another for more practice with expanding sentences.

Mother cooked supper.	They walked downtown.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

* * *

18.1. Find a newspaper or magazine articles containing five or six paragraphs. Cut the paragraphs apart and glue each one on a separate index card. Students are to read the cards and put them in the correct order. This can be made self correcting by numbering the back of each card. Students may also prepare this activity for use with each other. NOTE: Begin with sentences for paragraphs and expand to paragraphs for compositions.

18.2. Writing autobiographies should be a helpful exercise in practicing paragraph order. Students should do research with older family members in order to obtain information about their early life.

18.3. Provide several topic sentences on the board. Let each student select a topic sentence to develop into a paragraph using details or examples. When all have finished writing, group

OBJECTIVE	RESOURCES
19. Write simple poetry with or without rhyme. (R)	19.2. Miles, Kate and Paula Stahl. Use the News. Englewood Cliffs, N.J.: Prentice-Hall Learning Systems, Inc., p. 19. LIBRARY RESOURCES: FSR First choice: poets and 811 poetry Fir Pied Piper Prod., 1979 Loc: Jack, Ken, Mad
20. Writes a summary. (I)	

them according to topic sentence. They share their paragraphs. Each group selects one paragraph to be read to the class.

* * *

19.1. Have students write poems in which the words are arranged to look like the subject of the poem. Possibilities could be a car, a house, a flower, or a bird.

19.2. Collect several newspaper articles from the sports section. These should be about specific players, teams, and sporting events. Have students make up limericks to go with their article.

EXAMPLE:

There once was a team in a slump
Whose manager they wanted to dump--
But he showed them the ways
To make 10 double plays
And now they don't think he's a chump!

19.3. "Clerihew": This is a type of poem thought up by Edmund Clerihew Bentley. He thought up a form based on names and then gave it his own middle name. You will find that Clerihews are simple in form. The first two lines rhyme, and so do the third and the fourth. You can say a lot about a person in four lines--about you, about your friends, your enemies. If you're the safe type, try famous names from T.V., movies, politics or sports. Pick a historical figure or two. EXAMPLE:

Betsy Ross
She was boss.
It was her bag
To make that flag.

* * *

20.1. Students can make a class reading file by writing a short summary of each library book they have read. They should include their opinion of each book so that others may use the file as a guide to finding interesting books.

OBJECTIVE	RESOURCES
21. Gathers information from a variety of sources (print, nonprint and/or human) on specific topics and organizes the information into a written report. (I)	LIBRARY RESOURCES: FS Making oral and written reports 428 SUE, 1967 Ma Loc: C1
22. Separates run-on sentences and lengthy compound sentences. (I)	

ACTIVITIES

NOTES

20.2. After reading a page, or long paragraph from a reading or social studies text, identify three to five key words. Expand these key words into a two or three sentence summary which tells about them.

* * *

21.1. Have your students observe a pet or other animal for 15 to 30 minutes. They should draw a detailed picture of the animal and write down some things that they observed. They should then use the encyclopedia or other materials to find more information about their chosen animal. This information could be organized into a report.

21.2. Gather a large amount of information about your state. Students may summarize this information by designing a travel pamphlet or poster describing major points of interest and statistics. Possible items would include athletic teams, parks, available recreation, major cities, weather, etc.

* * *

22.1. Reproduce a paragraph from your reading text leaving out all beginning capitals and ending punctuations. Students are told how many sentences are contained in the passage. They are to provide ending punctuation so that there are no run-on sentences. These may be self corrected if you write the page number on their paper.

22.2. Have students construct lengthy compound sentences containing "good news" and "bad news." Have these sentences read aloud to the class to see if anyone can separate the compound sentence. EXAMPLE: The good news is that we get a longer recess today, but the bad news is that it is raining.

* * *

ADDITIONAL RESOURCES
for
STRAND V

FS 412 ST	The story of writing McGraw Loc: McK, Mad
FS 425	Fundamentals of language arts (series) Eyegate 1957 Contents: Story book people/select the best title/ name the picture/famous events in American History/ Famous people/ famous works of art/ historic places. Loc: Ken
FSR 372.6 Sit	Situational Language; activities for applying language arts skills Knowledge Aid, 1400 (5 fs, 5 cassettes, student activity book, guide) Skills include: punctuation, capitalization, spelling, word meaning, and techniques of proofreading. Loc: Lin
KIT 372.4	Fokes sentence builder by Joann Fokes. Teaching Resources. 1976 (5 boxes w/200 cards, 45 sentence markers, etc.) Loc: Ike
KIT 428.2	Come to your senses, a program in writing/awareness Scholastic Magazine. 1970 (30 photos, 7 posters, guide, 4fs) Contents: Using your senses; relationships; the drama of people; telling the story Loc: Ken, Ike
TP 428.2	Sentence building 3M 1965 Loc: Ken
TR 808.82	Developing creative ability Wilson, 1968 Contents: listening fun; activities for creative writing; using descriptive words; sound stories. Loc: Cl

ADDITIONAL RESOURCES
for
STRAND V

CM	Write on! a collection of 70 creative writing ideas for teachers. Educational Insights 1974 Loc: Ken
CM	Write on! a collection of 50 creative writing ideas for individualized instruction. Educational Insights 1974 Loc: Ken
CM	Write it right. Skills book, SW 16 Scholastic, 1970 Loc: Lin, Wil
CM	Write with feeling. Skills book, SW 17 Scholastic, 1970 Loc: Wil, Lin
CM	Modern Curriculum Press Skill Boosters --C Includes; Organizing Information, Increasing comprehension, Building word power, Working with facts and details, Using references. Loc: Jack
CM	Discovery Writing Cards by Dana Newman Center for Applied Research 1974 (30 cards, guide) Loc: Jack
A 372.6 Sto	Story starters; primary level Creative Teaching Press, 1972. CTP-104 (50 idea cards) Loc: Ad, Mon
TA	Recipes for creative writing-primary level Creative Teaching Press, n.d. CTP-100 (50 cards) Loc: Ad

ADDITIONAL RESOURCES
for
STRAND V

TA	The Spelling Box--Primary Educational Insights, 1979. No. 9143 (125 activities) Loc: Ad
TA 372.6 Sto	Story starters; intermediate level Creative Teaching Press, 1972. CTP-103 (50 idea cards) Loc: Ad, Mon
TA	Recipes for creative writing-intermediate Creative Teaching Press, n.d. CTP-101 (50 cards) Loc: Ad
TA	The Spelling Box -- Intermediate Educational Insights, 1979. No. 9144 (125 activities) Loc: Ad
TA 372.6 Cre	Creative writing, or story starters for the writing center Teacher's Aide Publishing, n.d. #1003 (30 cards, teacher's directions) Loc: Jack
TA 372.6 Rec	Recipes for creative writing; Set I: General Recipes Creative Teaching Press, 1966. (activity cards, instructions) Loc: Mon
TA	Flub Stubs, prescriptive task cards to improve writing skills by Cheryl Brown Creative Teaching Press, 1975. (67 cards) Loc: Mon
TA	The Poetry Box Educational Insights, n.d. (activity cards) Loc: Ad

ADDITIONAL RESOURCES
for
STRAND V

GA 428.1 Spe	Spelling games Learning kit A, B, C, D, C. Lyons and Crnahan. 1969. (5 games each kit) Loc: Jeff, Ike, Mon, Jack, Mad
GA 372.4 Ani	Animal spelling game Ed-U-Cards, 1969. Loc: Ike
GA	Scrabble--Sentence game for Juniors Selchow and Righter, n.d. #23 Loc: Jack
GA 421.4 Spi	Spill and spell Parker Brothers, 1971. (15 cube crossword game) Loc: Mon
GA 793.73 Scr	Scrabble sentence cube game Selchow and Righter, 1971 (21 cubes, timer, timbler, score sheet) Loc: Monroe
411 Sco	Scott, Joseph Hieroglyphs for fun Loc: Lin
411 Og	Ogg, Oscar The 26 letters Loc: Jeff, Ken, Lin, McK.
Prof. 808.06 Car	Carlson, Ruth Sparkling words; 200 practical and creative writing ideas. Wagner Printing, 1965. Loc: Ike, C.C.

ADDITIONAL RESOURCES
for
STRAND V

Prof. 372.6 Chr	Christensen, Fred Springboards to creative writing. Prentice-Hall, 1971. Loc: Mon
Prof. 372.63 DAM	D'Ambrosio, Robe-ta A. Spell well: 50 prescriptive spelling activities for the primary and intermediate grades. Fearon Pitman Learning. 1980. Loc: Jeff
Prof. 372.63 Dan	Daniel, Charlie Super spelling fun. Good Apple, 1978. Loc: Ike, McK
Prof. 372.4 Far	Farnette, Cherrie Kids' Stuff reading and writing readiness. Incentive Publishing, 1975. Loc: Mad
Prof. 793.73 For	Forte, Imogene Spelling magic; activities, gimmicks, games galore for making learning mean lots more!! Incentive Publishing, 1976. Loc: Ike
Prof. 372.63 Gri	Grimm, Gary The Good Apple spelling book. Good Apple, 1977 Loc: Ike, McK
Prof. 372.64	King, Joyce Imagine that! illustrated poems and creative learning experiences. Goodyear Publishing, 1976. Loc: Ike
Prof. 372.6 Koc	Koch, Kenneth Wishes, lies, and dreams; teaching children to write poetry. Chelsea House, (1970). Loc: Ike, Mon

ADDITIONAL RESOURCES
for
STRAND V

Prof. 372.6 Mah	Mahon, Julia C. The first book of creative writing. Watts, 1968. Loc: C.C.
Prof. 808.02 Pot	Potter, Robert Writing sense. Globe Book Co., 1975 Loc: C.C.
Prof. 372.6 Sho	Sholin, Amy Cook up tales Scholastic, 1973. Loc: Mon
Prof. 372.6 Spe	Spencer, Zane A. Flair; creative writing techniques for the elementary school teacher. Educational Service, 1972. Loc: Wil, Ike, Mad, Mon, Jeff, C.C.
Prof. 372.62 Sta	Stanish, Bob Sunflowering; thinking, feeling, doing activities for creative expression Good Apple, n.d. Loc: Ike, Cl
Prof. 808 Str	Strong, William Sentence combining. Random House, 1973. Loc: C.C.
Prof. 372.6	Turner, Thomas T. Creative activities resource book for elementary school teachers. Reston Publishing Co., (Prentice-Hall), 1978. Loc: C.C.

APPENDICES

KEY TO ABBREVIATIONS: LIBRARY RESOURCES

FS	Filmstrip
FSR	Filmstrip and recording
KIT	Usually filmstrip.recording and activity sheets, game boards, guides, cards, etc. (a combination of activities)
DR	Disc recording (records)
TP	Transparencies
TR	Tape recording
CM	Curriculum materials
TA	Teaching aide
GA	Games
PM	Programmed materials
SP	Study print
PROF.	Professional, refers to books kept in a professional collection for teachers
NUMERALS	Book

KEY TO ABBREVIATIONS -- SCHOOL AND LOCATION:

Ad	Adams
Cl	Cleveland
Ike	Eisenhower
Jack	Jackson
Jeff	Jefferson
Ken	Kennedy
Lin	Lincoln
Mad	Madison
McK	McKinley
Mon	Monroe
Wil	Wilson
C.C.	Central collection
T.C.	Teachers' Center

BIBLIOGRAPHY OF TEACHING AIDS

LANGUAGE MASTER CARDS/TUTORETTE

Call No.	Title	Location
TA/372.4/Sig	Sight words for beginning readers Audiotronics #2015	Lin.
TA/372.4/Str	Structural analysis for beginning readers. Audiotronics	Lin
TA/372.6/Tri	Tricky words; how to spell them Audiotronics #2200	Lin.
TA/372,61.Nou	Nouns: everyday things Bell & Howell #111021	Lin.
TA/372.61/Phr	Phrases Bell & Howell #111031	Lin.
TA/372.61/Sen	Sentences Bell & Howell #11032	Lin.
TA/372.4/Fun	Fun with phonics, Set I: Initial Consonants #2051 Set IV: Long and short vowels #2054 Set X: Syllables #2060 Audiotronics	Lin.
TA/372.4/Bas	Basic vocabulary building, Set I,II. Audiotronics #2016, #2017	Loc.
TA/372.4/Alp	Alphabet zoo Audiotronics #2000	Lin.
CM	Verbs: action words Bell & Howell	Ike.
PM/372.4/Rea	The phonics program, Set I: sound blending and beginning phonetic skills Bell & Howell	Ike.

BORG-WARNER SYSTEM 80

Call No.	System 80 Title (Level)	Location
Kit/372.4	Reading words in context (A)	Lin, Wil.
	Reading words in context (B)	Lin, Wil.
	Reading words in context (C)	Lin, Wil.
	Reading words in context (D)	Ike, Lin.
	Reading words in context (E)	Ike.
	Reading words in context (F)	Ike.
	Reading words in context (G)	Lin.
	Reading words in context (J)	Lin.
	Reading words in context (L)	Lin.
Kit/372.4/Lea	Learning letter sounds (C)	Ike.
	Learning letter sounds (D)	Ike.
	Learning letter sounds (E)	Ike.
	Learning letter sounds (F)	Ike
	Learning letter sounds (G)	Lin, Ike.
	Learning letter sounds (H)	Ike.
Kit/372.4/Dev	Developing structural analysis skills..........................(I)	Ike, Lin, Wil.
	..........................(J)	Ike, Wil.
	..........................(K)	Ike, Lin, Mck, Wil.
Kit/372.6/Pre	Preschool concept development (E)	Lin.
Kit/372.6/Con	Concept development series (H)	Lin.
	Concept development series (I)	Lin.

DEXTER AND WESTBROOK

SUPPORTIVE READING SKILLS SERIES (8 booklets, dup. masters, guide)

Call. No.	Title (grade A=1)	Location
Kit/427/Sup	Interpreting Idioms (C)	Mon.
Kit/428.1/Sup	Reading Hereronyms (C)	Mon.
Kit/428.1/Sup	Reading Homographs (A)	Cl.
	Reading Homographs (C)	Mon.
Kit/428.4/Sup	Reading Homonyms (A)	Jack, Cl.
	Reading Homonyms (B)	Jack, Wil.
	Reading Homonyms (C)	Mon, Wil, Jack, Cl.
Kit/372.4/Sup	Rhyme Time	Mon.
Kit/428.4/Sup	Phonic Analogies	Lin.
Kit/428.4/Sup	Syllabication (D-1)	Wil.
	Syllabication (D-2)	Wil.
	Syllabication (D-3)	Wil.
	Syllabication (E-1)	Wil.
Kit/428.4/Sup	Using a Table of Contents (A)	Cl.
	Using a Table of Contents (C)	Jack, Wil.
	Using a Table of Contents (D)	Jack, Wil.
	Using a Table of Contents (E)	Jack
Kit/428.4/Sup	Using an Index (C)	Wil.
	Using an Index (D)	Wil.
	Using an Index (E)	Wil.
	Understanding Questions (A)	Cl.
	Understanding Word Groups (A)	Cl.
	Understanding Word Groups (C)	Cl.
	Learning to Alphabetize (A)	Cl.
	Learning to Alphabetize (C-1)	Cl.
	Learning to Alphabetize (C-2)	Cl.
Kit/428.4/Sup	Syllabication (17 booklets, dup. master, guide)	Jack.
Kit/428.4/Sup	Reading Ads (A) (8 booklets, manual)	Lin.
Kit/428.4/Sup	Reading Schedules (A) (6 booklets, manual)	Lin.

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MONROE: Maria Ozment, Mary Eva Johnson, M.J. Hackler, Jan Lawrence, Fran King, Nell Pryor, Avis Creedon, Mary Naylor, Don Lynn

WILSON: Cecilia Faulkoner, Pat Crocombe, Jane Halley, Linda Hopper, Pat Inman, Sabrina Barrett, Randy Hengst